

**THE DIFFICULTIES EXPERIENCED BY THE STUDENTS IN
LEARNING SPEAKING
(A Study at SMAN 1 Bukit Bener Meriah)
THESIS**



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2019 M / 1441 H

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In partial fulfillment of the requirements for Sarjana Degree (S-1)
On Teacher Education

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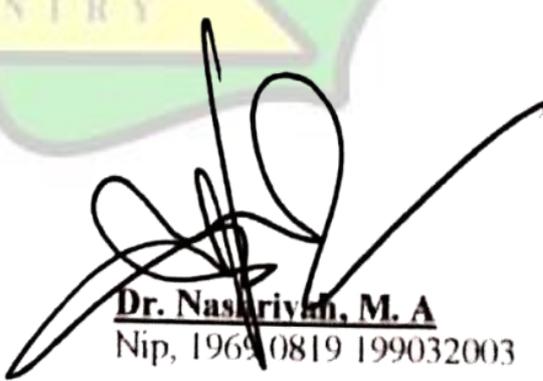
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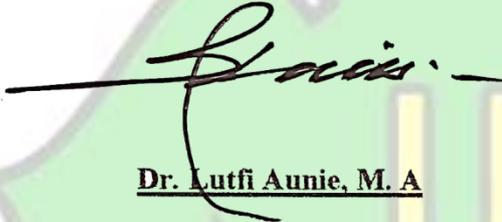
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Tuesday, January 22th, 2019 M
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Menyatakan bahwa sesungguhnya skripsi yang berjudul **“The Difficulties Experienced by Students in Learning Speaking (A Study at SMAN 1 Bukit Bener Meriah)”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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(Muhammaddinsyah)

ABSTRACT

The title of this thesis is **“The Difficulties Experienced by Students in Learning Speaking (A Study at SMAN 1 Bukit Bener Meriah)”**. This thesis discusses the difficulties faced by the students of SMAN 1 Bukit Bener Meriah in speaking English and investigates why they faced the obstacles. The population and sample of this research was the students and the teacher of SMAN 1 Bukit Bener Meriah. The sample of this study was taken by using random sampling. The sample was 30 students and 2 English teachers of SMAN 1 Bukit. It consisted of 15 students randomly from class XI Mia 1 and 15 students from class X Mia 1. To collect the data needed, the writer used some techniques; those were observation, interview, and questionnaire. In the end, the writer can conclude that the students in SMAN 1 Bukit Bener Meriah faced some difficulties in learning speaking. The problems were lack of grammar, difficulty to pronounce the words, and lack of vocabularies. The difficulties were caused by some factors; (1) Students had not enough motivation and interest in practicing of speaking English. (2) Students had no strategies in learning speaking English. (3) Teacher’s strategies in teaching English speaking were not so good.

Keywords : Difficulties, Learning, Speaking.



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praised be to Allah, the Almighty, who always gives me a blissful life to live in this world, air to breathe, chance to try on, inspiration and power to write and finish this thesis. *Shalawat* and *salaam* may always be granted to the noble prophet Muhammad (peace be upon him) whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

On this occasion with great humility, I would like to thank to all of those who have given me help and guidance, so that this thesis can be finished in time. I would like to express my gratitude and high appreciation to my beloved mother Murniati and my beloved father Banta Angkasa for their love, patience, attention, support and care. I also dedicate my thankfulness for my beloved brother and sisters, Ali Usmansyah, Arfah Mikawati, and Nurjannah, for the everyday and endlessly support. Successfully competing this thesis, I would also like to thank Dr, Lutfi Aunie, M.A and Dr, Nashriyah, M.A as my supervisors who have given me direction as well as the encouragement that are very useful and helpful for preparing and writing this thesis. Then, my thanks to all lecturers and staff of the English Education Department of UIN Ar-Raniry who helped and guided me during my study program. May Allah bless them for their good deeds and worth knowledge, amien.

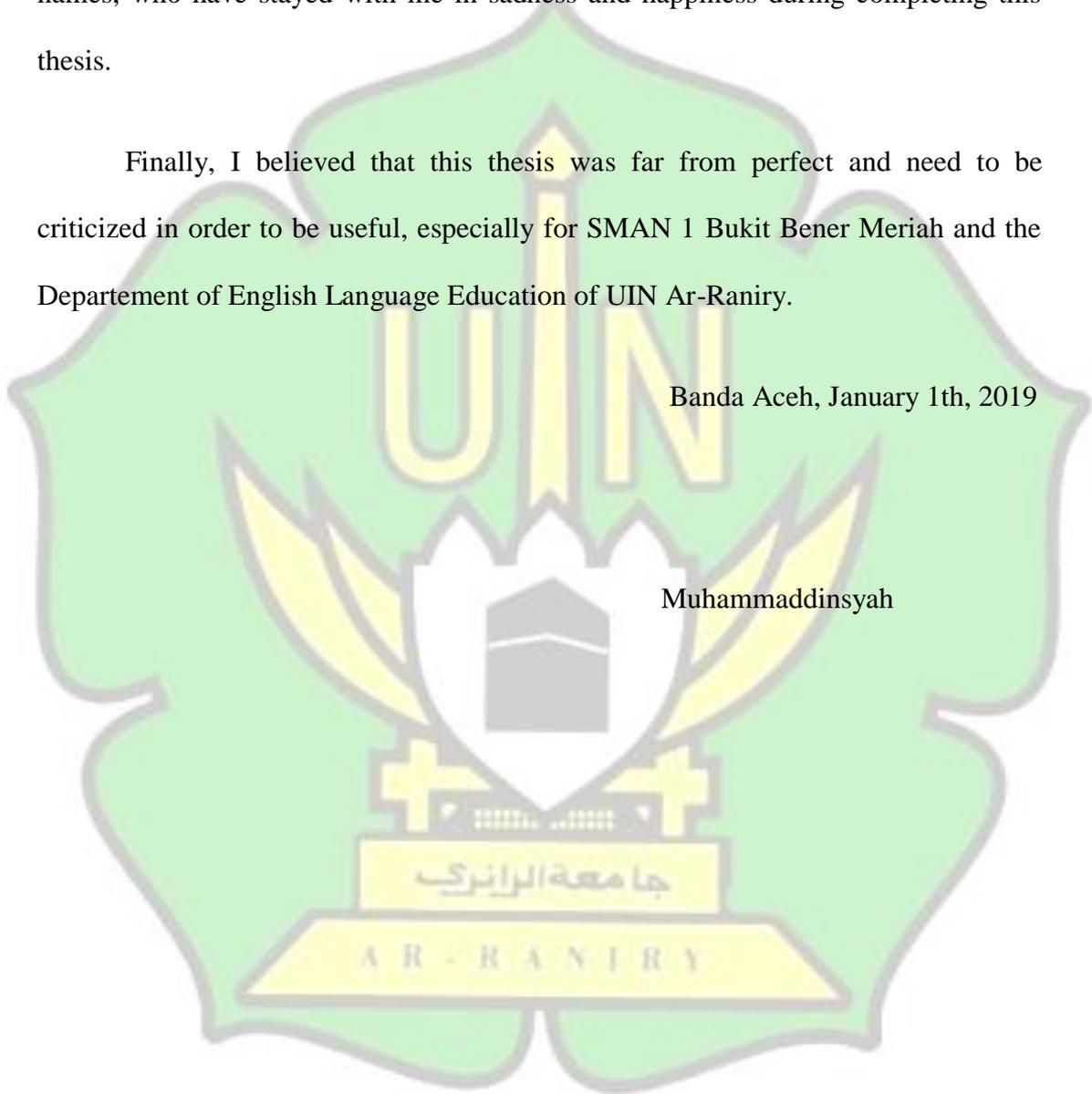
Afterward, I would like to thank all my classmates, my close friends, and all of my friends in the English Education Department academic year 2013. Especially

for, Wirma Suhud, Sufarwi Nz, Sri Rahayu And all members of Himpunan Pemuda Mahasiswa Pelajar Bener Meriah (HPBM) Banda Aceh, all members of Mahasiswa Peduli Sejarah Gayo (MAPESGA), and all of those whom I cannot mention their names, who have stayed with me in sadness and happiness during completing this thesis.

Finally, I believed that this thesis was far from perfect and need to be criticized in order to be useful, especially for SMAN 1 Bukit Bener Meriah and the Departement of English Language Education of UIN Ar-Raniry.

Banda Aceh, January 1th, 2019

Muhammaddinsyah



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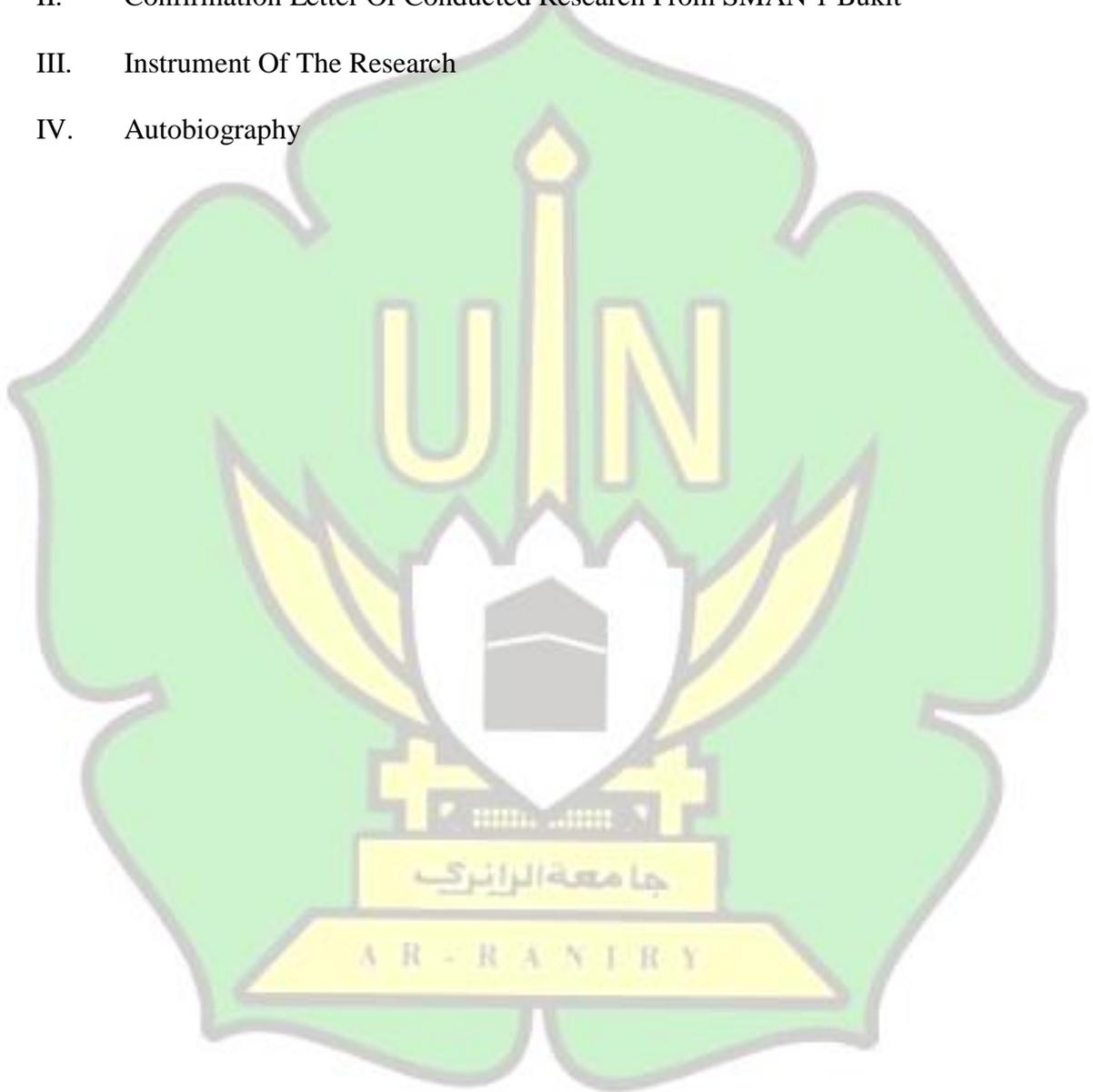
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CHAPTER I

INTRODUCTION

This chapter deals with the research background, research question, the aim of the study, significance of the study, and terminology.

A. Background of Study

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). Davies & Pearse (2000) stated that the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

Speaking is the process of building and giving out meaning through the use of verbal and non-verbal symbols, in a variety of contexts. By speaking, the students can share their opinion, thoughts, and impression in spoken form. Consequently, the audience or other people who listen will obtain information. Speaking English is one of the crucial abilities to develop and enhance as means of practical-oriented. It is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context, including the participants, their experiences, the physical environment, and the purposes for speaking.

However, for such language learning making mistake is inevitable. A language learner has to know and be aware of possible mistakes problems in language particularly speaking skill. Lukitasari (2003) conducted a study focusing on the students' strategies in overcoming speaking problems in speaking class. The population of her study was the first semester students of Muhammadiyah University of Malang. The results of her study showed that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also revealed that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

On Februari and March 2017, the researcher performed an observation at SMA N 1 Bukit Bener Meriah. The result was that the students in this school was interested in learning English, but they could not perform their speaking ability. To help the students improve their speaking skills, it is necessary to find the difficulties that the students at SMAN 1 Bukit Bener Meriah encounter when they learn to speak English. Moreover, the teachers need to know the factors that affect their students speaking performance so the result will help the students deal with these factors and they can improve their speaking performance. However, until now, there is no research conducted at this school about this area.

B. Research Question

Based on the background study above the writer formulates the following research questions :

1. What were the difficulties that the students at SMAN 1 Bukit Bener Meriah encounter when they learned to speak English ?
2. What were the factors that affected their speaking performance ?

C. The Aims of Study

In accordance with the problems above, this study aims :

1. To identify the difficulties that the students at SMAN 1 Bukit Bener Meriah encountered when they learned to speak English.
2. To know the factors that affected their speaking performance.

D. The Significance of Study

The significances of this study are to inform the readers about how to help students in SMAN 1 Bukit Bener Meriah overcome their difficulties in learning speaking. This research is expected to contribute knowledge about the factors that affect Students in SMAN 1 Bukit speaking performance. This research is also expected to contribute a knowledge for teacher and students in SMAN 1 Bukit Bener Meriah.

E. Terminology

To clarify what the writer wanted to achieve in this study, it is better to formulate the operational definitions as follows:

1. Speaking

According to Brown, (1994) speaking is an interactive process of constructing meaning and processing information. Another definition of speaking based on thesaurus entry in Oxford Dictionary is to express or communicate opinions, feelings, ideas, etc, by or as talking and its involves the activities in the part of the speaker as psychological (Articulator) and physical (acoustic).

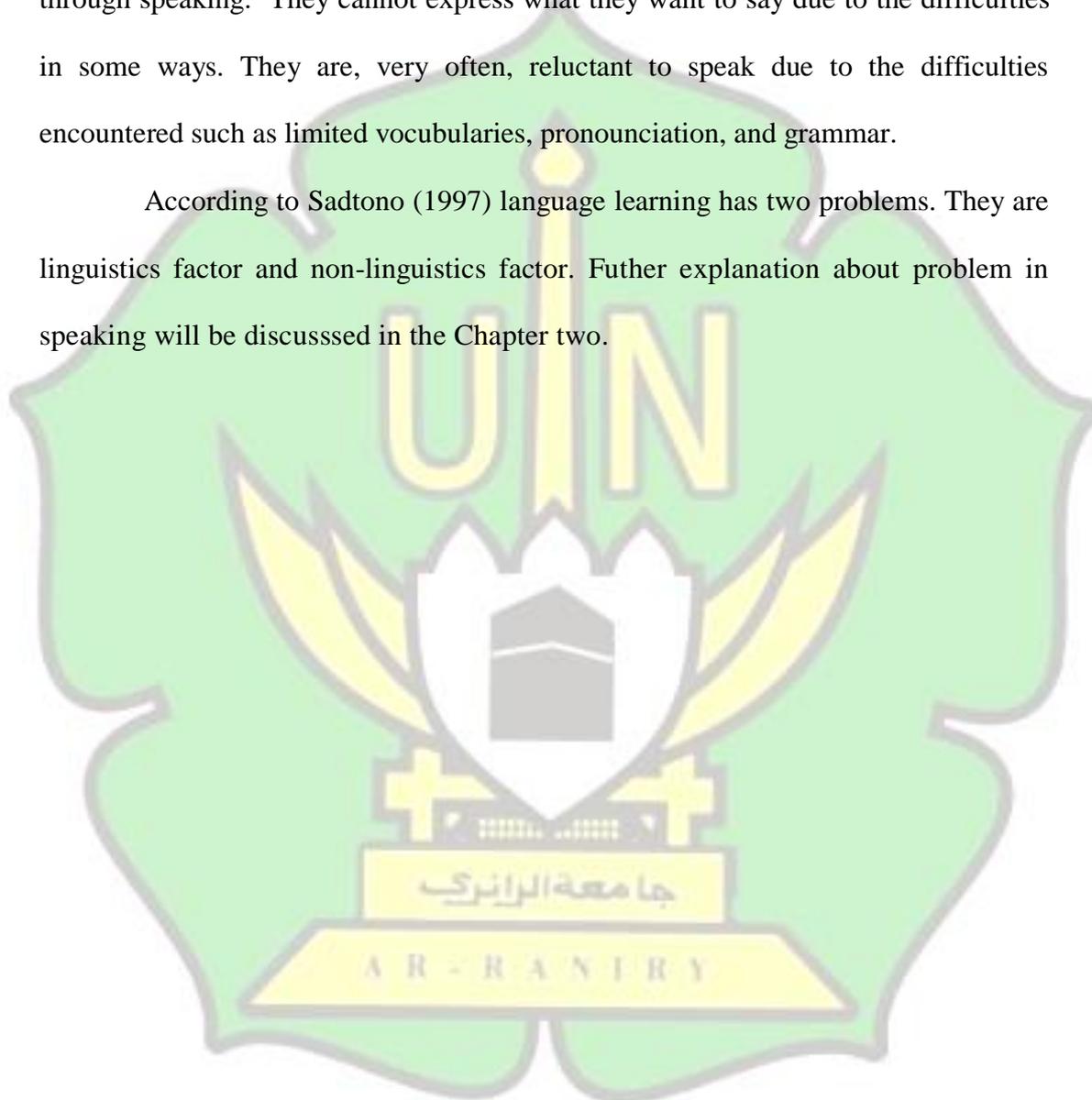
Chaney & Burke (1998) stated that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in variety of contexts. While another expert, Theodore Huebner (1960), said “essentially language is speech, and speech is basically communication by sounds” and according to him, speaking is an ability or skill used by someone in daily life communication whether at school, institution or outside. From those definition, it can be inferred that speaking is expressing opinion, ideas or feelings to others by using words or sounds of articulation to inform, persuade, and entertain that can be learned by using some teaching – learning methodologies.

2. Difficulties in Speaking

The students who face difficulties mean they are in trouble or have problem, because they are unable, poor or disable to express their knowledge base. According to Bird (1996) “*difficulty is something hard to do or to understand.*” In other words,

difficulty is something which is not easy to understand or a thing that hard to do. According to Nunan (2004) difficulty in speaking is, in where a person encounters problems in speaking. It is likely that students find it difficult to express their ideas through speaking. They cannot express what they want to say due to the difficulties in some ways. They are, very often, reluctant to speak due to the difficulties encountered such as limited vocabularies, pronunciation, and grammar.

According to Sadtono (1997) language learning has two problems. They are linguistics factor and non-linguistics factor. Futher explanation about problem in speaking will be discussed in the Chapter two.



CHAPTER II

LITERATURE REVIEW

In this chapter the writer will review some of the scholarship that helps the theoretical groundwork of my research on the difficulties experienced by students. This chapter starts by describing definition of speaking. It is subdivided into nature of speaking, and the components of speaking.

A. Speaking

1. Definition of speaking

According to Nunan (2009) in *Practical English Language Teaching*, the four skills (listening, Reading, Writing, Speaking) are described in terms of their source. The learner-based language or generated by the learner (in speech or writing) is referred to as productive skill. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. According to Lesacova (2008), speaking belongs to productive skills that use to socialize individuals through spoken language. It is produced and processed in real time. It means that the speakers directly say their message to the listeners.

Moris and Novia (2002) said, speaking is considered to be a natural communicative tool between society utilizing as self expression or opinion and as social behaviour form. In the other hand, it is defined as the ability to arrange sentences to present difference of various behaviour from different society. In the

more simply definition of speaking, Hornby (1995) defined speaking as the ability of producing words use voice and expressing meaning in making speech. Speaking can be defined as the ability of someone to express their idea, feeling, or something in their mind to the other by using spoken language. Speaking cannot be separated in daily life because people need to speak in order to convey their aspiration. However, they can also use writing to accomplish it. Yet, speaking is more efficient in time. In fact, the goal of learning speaking ability is to improve communication skills to maximize the status of ourselves as a social creature in this society.

Richards (2008), noted that speaking is regarded as the most important of the four skills. If you have learned a language other than your own, you would find speaking is the hardest. Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First unlike reading speaking happens in real time. Usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit or revise what you wish to say, as you can if you are writing. Commonly students have to spend years learning English, but still cannot speak it. Brown (1994) labels speaking as the most challenging skill for students that needed to interact with at least one other speaker, understanding its components or criteria for good speaking and so forth. Therefore, speaking ability is to known as the skill that is difficult enough to learn particularly by English Foreign Language (EFL) students unless they have efforts to overcome it.

According to Brown (1994), there are 8 characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult.

1. Clustering

A speech is categorized as fluent if they only go in phrasal not word by word. If the learner speaks only one word such as “book”, it is uncategorized as fluent even he speaks it with no hesitation. Learners can organize their output cognitively and physically (in breath groups) through such clustering.

2. Redudancy

A clearer meaning is one of the opportunity that learners can make through the redundancy of the language. Learner can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels etc, all form special problems in spoken English. Students who don't learn colloquial contractions can sometimes develop a stilled, bookish quality of speaking that in turn stigmatizes them.

4. Performances variables

Performance variable such as hesitations, pauses, backtracking and corrections is one of the advantages of spoken language where the process of thinking and speaking occur at the same time.

5. Colloquial Language

A reasonably well acquired student with words, idioms, and phares of colloquial language will case students up in speaking English. A good practice is required in producing these form.

6. Rate of delivery

Rate of delivery is one of salient characteristics of fluency in spoken language. It is better for student to watch their spoken language and maintain an acceptable speed along with other attributes of fluency.

7. Stress, rhythm and intonation

Unlike writing, spoken language always goes with pitch like rhythm intonation and stress. A good speaker always use rhythm in his speech as well as intonation. It is argued that these attributes have different role in different culture. However a flat speech would seems inappropriate and at the same time leads to an ineffective communication.

8. Interaction.

Spoken language always plays with interlocutors. The use of language is to interact, and interaction in speaking is one of the effective ways yet difficult for most cases.

Related to the paragraph before, Ur (1996) stated that there are 4 factors that affect speaking skill as follows, inhibition, nothing to say, low or uneven participation, and mother-tongue use. Inhibition means students are worried making mistakes, fearful of criticism, or simply shy. Nothing to say and low or uneven participation affect the student motivation, students have no motive to express themselves and only one participant can talk at time because of large classes and the tendency of some learners to dominate, while others speak very little or not all. The last is mother-tongue use, students who share the same mother tongue tend to use it

because it is easier and because students feel less exposed if they are speaking with their mother tongue.

2. Problems in Speaking

According to Sadtono (1997) language learning has two problems. They are linguistic factors and non-linguistic factors. Linguistic factors are related to language. They are pronunciation, grammar and vocabulary. Non-linguistic factors are of non-language such as the student, the teacher, method, facilities, and motivation.

a. Linguistic Problems

The linguistic problem includes all the difficulties found in the target language itself encountered by one who is studying the language. Linguistic problem has some categories. They are:

1. Pronunciation

According to Fulcher (2003), the outer manifestation of speech was sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. Second language learners therefore need to articulate the words, and understand the intonations.

2. Grammar

Grammar is a description of the language form and pattern we use in communication. According to Ur (1996), grammar is sometimes defined as the way words are put together to make correct sentences. Harmer (2007) states that grammar

is partly the study of what forms of structure are possible in language thus a grammar is a description of the rules that govern how language sentences are formed.

3. Vocabulary

Vocabulary is one of important components in language acquisition. We cannot communicate without mastering an adequate number of vocabularies. According to Ur (1996), vocabulary can be defined as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word. For example, post office and mother-in-law, which are made up of two or three words but expressed as single idea

b. Non Linguistic Problem

1. The Student Factor

In teaching and learning process students play as an important part. They come to classroom with different background, ability, style, attitude, etc. They are different from others. Student factor include some points that have relationship with age, opportunity, motivation, talent, attitude persistence, and also the bravery of drilling to speak up in front of audience. About the opportunity, the best time to learn English is when the learners' need of this language appears and there is a spare time. If there are high motivation and opportunity, at that time, the learners can learn well. The success of learning English does not only depend on the ability, but also depend on persistence. Good potential does not give much success if the opportunity to learn is not used. So, the ideal terms in the combination of the potential and resistance that should run well. The learners' attitude about the learners' can fulfil what they need in communication and put on the meaning of his or her thought clearly.

Another factor is that the learners who have sociable character and take the opportunity to speak English with other people incline more successful when they make communication and relation. In this case, they should force themselves to take this opportunity to speak up in English. In this occasion, the bravery is quite important and embarrassed feeling should be disappeared, because the feeling can obstruct the capability in learning English speaking.

2. The Teacher Factor

Teacher is a figure that has an important role in teaching and learning activities. Teacher is a model, a manager, and a controller in the classroom. He or she takes a significant position in the effectiveness and efficiency of teaching and learning process. Teacher is also demanded to create an enjoyable and acceptable condition in order to make teaching and learning process run well.

An English teacher plays a very important role in English instruction since he or she is one of the factors that determines whether the teaching will be successful or unsuccessful. Nunan (1995) stated that in terms of acquisition teacher talk is important, because it is probably the major source of comprehensible target language input the learner likely receive.

3. Motivation

Motivation is important for students. It pushes them positively. Without motivation, the students will be lazy and having bad mood in the classroom. For creative construction to take place, motivation must probably be based on communication need for the second language. The need may be immediate or longer-term. In skill learning, it may also be due to factors related directly to the

context of instruction, such as short term behavioral objectives, which have little to do with communication as such.

4. Method

It is the way of teaching language based on particular set of theory dealing with the nature of languages, learning and teaching that is applied in the classroom. According to Brown (1994), method is a generalized prescribed set of classroom specifications for accomplishing linguistic objectives. Method tends to be primarily concerned with teacher and students rules and behaviors, and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials.

5. Material

In material development and classroom teaching the goal is to develop a sequence of activities that leads the teachers and learners through a learning route that is at an appropriate level of difficulty, is engaging, that provides both motivating and useful practice. Good materials do many of the things that a teacher would normally do as part of his or her teaching.

6. Facilities

Text book, teaching media laboratories, classroom, and library are facilities of teaching and learning process. Meanwhile teachers, students, method, material, and facilities are instrumental input which influences teaching and learning process. If the facilities in the school are available, the goals of teaching and learning will be easy to be reached.

7. Environment

The environment hence plays a very important role in the learning of a foreign language. To acquire language skills, a student needs other people to interact and communicate. The language obtained by the children is not inherited genetically, but it is acquired in an environment that uses the language. Therefore, students need other people to send and receive signs of sounds in the language physically.

3. Component of Speaking

In improving English Language, a good speaking criteria always is the most needed and thus direct attention to practice and enhance it. Good speaking criteria, often described as components of speaking, makes the listener easier to understand what the speaker said. Mastering speaking components can be done together with practice speaking not by knowing component first. However it is still important for us to know the speaking component. Haris (1974) stated that there are five components which are generally recognized in analyzing speaking ability such as fluency, pronunciation, grammar, vocabulary, and comprehension.

a. Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. This component is what the writer intended to study on students speaking fluency problem occur during their oral communication in English.

b. Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the ways of certain sounds are produced. In

communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to avoid miscommunication.

c. Grammar

Grammar reminds us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to choose the words which ought to be placed. For simply recognizing, students often referred grammar as Language Rules. We must be acquainted with certain principles and rules constitute what is called grammar.

d. Vocabulary

Vocabulary is one important components in language acquisition. We cannot communicate without mastering an adequate number of vocabularies. Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for succesful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It means that vocabulary mastery is one pf the important components in communication.

e. Comprehension

In brief, speaking requires not only knowing how to produce specific points of language including grammar, pronunciation, vocabulary, and fluency, but also understanding when, why, and in what ways to produce the language.

4. Student' Difficulties

The students who face difficulties are considered in trouble, because they are unable to express their knowledge. Bird says (1996) as cited in Eka (n.d) *“difficulty is something hard to do or to understand”*. In other words, difficulty is something which is not easy to understand or a thing that hard to do. Difficulty in speaking is in where a person encountered problems in speaking. It is likely that students find it difficult to express their ideas through speaking. They cannot express what they want to say due to the difficulties in some ways. They are, very often, reluctant to speak because the difficulties encountered such as limited vocabularies, pronunciation, and grammar. Due to these difficulties, it is very often that they use their native language in expressing their ideas rather than English.

B. Related Studies

Researchers, linguistics, experts, and those who are interested in languages wrote many articles and books pertaining languages learning in general and speaking skill in particular and the difficulties encounter learners in a foreign language. Unfortunately, the problem is still available. Mueen (2000) stated that there are several factors which affect students performance in speaking English fluently; such as, lack of adequate and appropriate vocabulary, shyness, nervous, fearful to speak, and lack of confidence. In other hand Harry (2006) stated that, anxiety and depression are just two effective factors that contribute to learning difficulties or are the result of learning difficulties. The impact of persistent failure can adversely affect a pupils self-esteem, confidence, perceived self-efficacy, attitude and motivation.

When confronted by certain tasks pupils may develop anxious feelings, fearing they will fail.

Goddard (2003) indicated in his study that the environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school. Dil Y (2009) in his study reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. It also revealed that students who perceive their English as “poor” feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as “very good, good, and OK.”

Hamad (2013) in the findings of her study indicated some factors that affect students' speaking skill such as, using Arabic Language in class, students fear of speaking English Language in public, instructors do not use strategies that develop speaking as role-play and debates. Adayleh (2013) in her study indicated that: *“The problem mainly reported in issues like sound recognition, connected speech, and the relation between spelling and sounds. This is clearly noticed when examining their performance in English. For example, they fail to assign stress properly and reflect content by intonation. They may even change sound quality. Mistakes in pronunciation that hinder meaning or change it are classified as bad*

pronunciation”. Another researcher, Rabab’ah (2005) stated that “*Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of school teachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers’ methodology*”.

Aftat (2008) believed that motivation was a product of good teaching. In his further explanation, he emphasized that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students motivation is really influenced by the teachers teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance. Fahad (2011) indicated that: “*Saudi students find it inappropriate to speak in class because of their fear to be seen as verbally challenging their teachers’ views openly and publicly. Even when they do, they speak a little. This leads to frustration on the side of the teacher, in addition to the absence of any clear feedback from the students: whether they have understood the lecture or not*”. Lin I (2014) conducted a study choosing (213) university students as a sample for his study. The results indicated the problems that students encountered in speaking skill. The most common problem was mental representation. Other problems were, recognizing the sounds or words they read or hear, interpreting the intended word meanings, grasping main ideas, understanding metaphor, idioms or slang, identifying sentence structure. Mahdi (2015) concluded in his qualitative

study that the problems of speaking skill that students encountered were, lack of practice, lack of confidence, anxiety, and shyness. The results also indicated that most students desire to learn how to speak English well and are willing to interact with others in English Language in the classroom.



CHAPTER III

RESEARCH METHODOLOGY

This study focuses on the difficulties experienced by student in learning speaking including lack of vocabulary, grammar, self confidence etc. This study took a place in SMA N 1 Bukit Bener Meriah, Aceh. This chapter explained the design of this study and outlined the protocols of populations and sample, technique of data collection, and the procedure of data analysis.

A. A Brief Description of Research Location

This section discussed the description of the research location clearly and briefly. The research took place at SMA N 1 Bukit Bener Meriah, Aceh, Indonesia. SMA N 1 Bukit Bener Meriah Located in JL. Hakim Tungul Naru, Simpang Tiga, Bener Meriah, Aceh Province.

SMA N 1 Bukit consists of third grade, 10,11, 12. Each of them devined to 18 class, such as 6 class grade 10, 6 class grade 11 and 6 class grade 12. There are 397 students in this School, 138 male and 259 female. This school have 54 teacher and 4 of them are english teachers.

B. Population and sample

The population and sample of this research was the students and the teacher of SMAN 1 Bukit Bener Meriah.

1. Sample

To obtain the data for this research the writer used random sampling, there were 30 students and 2 English teachers of SMAN 1 Bukit. It consisted of 15 students randomly from class XI Mia 1 and 15 students from class X Mia 1. The writer assumes that 30 students and 2 English teachers were representative enough to be the samples.

C. The Procedure of collecting data

To Collect the data from the research sample, the writer used some techniques that were appropriate with the aims of this research. They were observation, questionnaire, and interview. The process of each technique will be discussed as follow:

1. Observation

Observation was aimed at gathering information generally. It was related to the students learning situation including their activities and classroom management as an object of this research.

The steps of the observation were examining the strategy of teaching English speaking in the classroom and observing students learning speaking activities.

2. Questionnaires

Another technique used by the writer to collect the data was questionnaire. By applying this technique, the writer hoped to be finding out the difficulties faced

by students in learning speaking. This technique was effective enough to collect the data related to the main points of the research question. Moreover, the questionnaire was intended to get the data which were not obtained in the observation process. The questionnaire was sets of questions that were answered by the respondent. The series of questions covered all of the points which would be solved and designed in line with the aims of this research.

The questionnaire in this research consisted of 15 questions which were open ended, but in the end of the each optional answer, spaces were provide to the students to write their opinion. The space options gave the students opportunity to add their opinions related to the question. There were totally 15 questions in multiple choice items provided to the respondents. This technique provided some alternative answers that must be chosen by the respondents and the last item provided the blank spaces in order tthat students might relate their perception to the questions. Thus, the respondents would select the proper and suitable alternative items for them or added some opinions at the last answered item.

The questionnaire was given randomly to 30 sample students of SMAN 1 Bukit Bener Meriah. The respondents needed approximately 30 minutes to answer the questions.

3. Interview

The writer used structured-interview as an instrument for collecting the data. The writer had a standard set of questions that were asked to the respondents. The interview carried out were directly face to face.

The interview was designed to the English teachers who were responsible on daily students language development, and some students who chosen randomly. They were interviewed to identify main information related to the research questions, including the obstacles faced in improving students speaking skilss. The strategy he/she used in learning speaking skill, and other questions relating to the main point.

This interview checklist was not shown to the respondents when the interview happened. Then, some types of mixed questions were given such as; opinion (asking what is your opinion, etc) or competency questions (asking what do you suggest, etc).

The interview was conducted at the same time with the questionnaires proces, and it took place in SMAN 1 Bukit Bener Meriah. The writer employed this technique to find additional information for the respondents.

D. Data Procedure Analysis

After having the data the writer processed them by based on the result of the observation, questionnaire, and interview. To interpret the data, the writer used qualitative method to percentage system according to data categories. In this case, it gave the description of the difficulties experienced by the student of SMAN 1 Bukit Bener Meriah in speaking. Futher explanation about the result research will be discussed in the Chapter Four.

CHAPTER IV DATA ANALYSIS

As the writer explained in previous chapter, the purposes of data collecting for the research there were observation, questionnaire, and interview. In this chapter, the writer would analyze the collected data.

The writer used qualitative explanation to describe the result of observation and interview. For questionnaire, the writer examined it by percentage. Anyway, more explanation of the data analysis of this research is presented below:

A. The Analysis of Observation

Table 4. 1: Observation List

Students	
Difficult in expressing the word	Yes
Difficult in expressing the idea	Yes
Incorrect Spelling	Yes
Incorrect Grammar	Yes
Lack of Motivation	Yes

The data observation process include the situation in SMA N 1 Bukit Bener Meriah, the strategy used by English teachers in teaching-learning process, the students obstacles faced in speaking English, the student strategies in learning speaking English and students motivation in learning speaking English at the school.

The location of SMA N 1 Bukit Bener Meriah was considered to be strategic for teaching-learning process, because its position was nearby rural area and far from the town activities, so that the student concentration in studying were

not bothered by those situation. It was a very comfortable place for studying. Even with large area of the school, teaching and learning process could be held in outdoor to reduce students' boredom in studying.

Some paragraph below would describe about the situation of teaching learning inside the class. There were 3 English teachers in SMA N 1 Bukit Bener Meriah, one of them was in maternity leave when the writer did this research. The writer saw they were more often to teach by using Indonesian language than English, it made the students unmotivated to speak, because they could not find the model to be followed.

The strategies used by teacher in teaching English especially speaking were to speak, converse, and talk, such as using minimal responses, recognizing scripts, and speech in front of class. The writer saw that the teacher sometimes only gave a topic and told about it and the students just listened and they did not have confidence to speak they felt shy to start questioning or answering questions because they lacked of grammar, pronunciation and vocabularies.

The writer observed the students motivation in the class and they looked unmotivated to study speaking in English. It could be seen from the students' involvement that they did not participate and did not pay any attention when teacher taught them.

The writer know if students were motivated in studying they would not need pressure to answer teacher questions, but they would voluntarily rose hand to do, which assumed that they had high spirit or motivation in it. Even some students did not do their homework. This indicated that the students were not motivated in

studying English. In addition, the school lacked of facility to support students speaking ability, at least some books , laboratory that could encourage their ability.

B. The Analysis of Questionnaire

The second instrument was questionnaire, the writer used the instrument to get some information related to student's difficulties, interest, and strategy in learning speaking and the student's opinions about learning speaking skills. The questionnaire was given randomly to 30 students of SMAN 1 Bukit Bener Meriah. They were 15 students in XI Mia 1 and 15 students in grade X Mia 1.

In order to get the average of the data the writer used percentage formula Anas Sudijono (1999). It is as follow:

$$P = \frac{f}{n} \times 100\%$$

Where:

f = the frequency of respondents

n = a number of case or number of all respondent

100 =constant

P = the result

The questionnaire started with the question how long students have learned English. The data above showed that all of students (100%) had learned English for 4 years.

Some tables below would describe the result of the questionnaire. First table would describe about students' difficulties and some problems faced by students in learning speaking English.

Table 4. 2: Students' Interest in Learning Speaking English

Option	Frequency	Percentage
a. Very like	22	73.3%
b. Like	5	16.7%
c. Not like	3	10 %
Total	30	100 %

The data above showed that 22 students (73.3%) were very like in learning speaking English. While, there were 5 students (16.7%) like in learning speaking English. Then, 3 students (10%) were not like in learning speaking English. It means that many students very like learning speaking English.

Table 4. 3: Students' Practice English speaking in Their Daily Activity

Option	Frequency	Percentage
a. Every Day	6	20%
b. Twice a week	14	46.7%
c. Two Weeks once	10	33.3%
Total	30	100%

From the table above, it could be shown that six students (20%) often used English as their daily language. While, there were 14 students (46.7%) who liked speak in English as their Daily language. Then, 10 students (33.3%) spoke two

weeks once in English as a daily language. This fact might be caused by bit awareness of students to learn speaking, or low participant of the teacher and media to support the students in speaking English.

Table 4. 4: The Problem of Shyness

Option	Frequency	Percentage
a. Yes	13	43.4%
b. Sometimes	16	53.3%
c. No	1	3.3%
Total	30	100 %

One of the problems faced by students in learning speaking was shyness problem. The table shows that 16 students (53.3%) sometimes got shyness problem one of them (3.3%) got no problem with shyness and 13 students (43.3%) got obstacles with shyness. Actually they liked to speak English as shown at table 4.1, but they had no self confident to speak because afraid of making mistakes of it could be strange when some students tried to speak in English.

The second problem faced by students in learning speaking lack of vocabularies; we can see the fact based on the table below.

Table 4. 5: Lack of Vocabularies

Option	Frequency	Percentage
a. Yes	16	53.4%
b. Sometimes	9	30%
c. No	5	16.6 %
Total	30	100 %

The result of this questionnaire shows almost all students felt that lack of vocabularies made them difficult to speak exactly 16 of them (53.4%) and nine students (30%) sometimes got problem and five students (16.6%) did not got obstacles in vocabularies. It might be caused that the students did not memorize and practice the vocabularies. Thus, it can be conclude that many students lacked of vocabularies.

The other difficulties usually faced by students was pronunciation. Next table would show how many students of SMAN 1 Bukit Bener Meriah faced that difficulties.

Table 4. 6: The Difficulties of Pronunciation

Option	Frequency	Percentage
a. Yes	14	46.7%
b. Sometimes	10	33.3%
c. No	6	20%
Total	30	100 %

The table above shows that 14 students (46.7%) got difficulties with pronunciation in speaking English. This case happened because they seldom pronounced their words correctly. The table also shows that 10 students (33.3%) sometimes got difficulties with pronunciation when they spoke English. The other six students (20%) got no difficulties with pronunciation in their speaking because they always tried to pronounce the words correctly. Generally this table shows that sometimes they got difficulties with pronunciation with their speaking and sometimes day did not.

Table 4. 7: The Difficulties in Grammar

Option	Frequency	Percentage
a. Yes	17	56.6%
b. Sometime	13	43.3%
c. No	0	0 %
Total	30	100 %

The table shows that 17 students (56.6%) got difficulties with grammar in their speaking. That difficulties happened because the students seldom practiced English with correct grammar. The table also above shows that 13 students (43.4%) sometimes got difficulties with grammar in their speaking. No students didn't get any difficulties with grammar in their speaking. Briefly almost all students faced grammar difficulties in their speaking.

From four table above it can be inferred that almost all students had problems in learning speaking. The first great difficulties faced by students was grammar (56.6%) they were still lack grammar to support them in speaking skill. The writer also observed in his observation that the students spoke English grammarless, although they had enough vocabulary. The second difficulties faced by students was vocabulary (53.4%) and the last is problem shyness (43.4%). Perhaps those difficulties order can be such input and measure to improve students' speaking ability.

Table 4. 8: The Students Used Strategy in Learning Speaking English

Option	Frequency	Percentage
a. Yes	7	23.3%
b. Sometimes	10	33.4%
c. No	13	43.3%
Total	30	100 %

Based on the table, it could be seen that 7 students (23.3%) said that they often used strategy in learning speaking, then, 10 students (33.4%) used strategy in learning speaking sometimes and 13 students (43.3%) stated that they never used strategy in learning speaking. The writer inferred that some of the students used strategy when learning English speaking.

Table 4. 9: Students' Opinion About the strategy Applied by Teacher Improving Students' Speaking Skill

Option	Frequency	Percentage
a. Very Good	9	30%
b. Good	14	46.7%
c. Not so Good	7	23.4%
d. Bad	0	0%
Total	30	100 %

The table above shows that 9 students (30%) said that the strategy applied by the teacher was good in improving their speaking skill. Moreover, 14 of them (46.7%) said the strategy applied by teacher was good but they applied sometimes. It was followed by seven students (23.4%) said that teacher never applied strategy

in learning speaking. Thus, the teacher should effort more in improving students' speaking skill.

Table 4. 10: Students Opinion About Teacher's Participation in Improving Students Speaking Ability

Option	Frequency	Percentage
a. Very Good	10	33.4%
b. Good	13	43.3%
c. Not Good	7	23.3 %
Total	30	100 %

The Teacher' participation was also important as support in improving students speaking ability. Then we could see in the table above in accordance of students' opinion that 10 students (33.4%) said that the teacher had good participation in improving students' speaking skill. Moreover, 13 students (43.3%) said that the teachers' participation was not so good in improving students' speaking ability. Then seven students (23.3%) said that the teacher did not have good participation in improving students' speaking ability. Thus, the teacher should effort more in improving students' speaking skill.

Table 4. 11: the Used Strategy by Teacher in Teaching Speaking English

Option	Frequency	Percentage
a. Yes	9	23.4%
b. Sometimes	7	30%
c. No	14	46.7 %
Total	30	100 %

Based on the table, it could be seen that nine students (23.4%) said that teacher often applied strategy in teaching speaking, then, seven students (30%) said that teacher used strategy in teaching speaking sometimes and 14 students (46.7%) stated that the teacher never used strategy in teaching speaking. It can be inferred that the teacher seldom used strategies when teaching English speaking.

C. The Analysis of Interview

The writer used interview to get some information as additional data in this research. The respondents were interviewed were Mr. Isma Fazri and Ms. Hasnah chosen to represent English speaking teacher, and five students in XI Mia 1 and Five students in X Mia 1 of SMAN 1 Bukit Bener Meriah. They were expected to be representatives to support the data of this research. The data of the interview could be drawn as follow:

Mr. Isma Fazri, was interviewed on Monday, June 10, 2018 in his office. He stated that the strategy applied in teaching English speaking was considered effective to improve students' speaking skill. He said that the first rule of improving speaking skill was to speak, converse, talk, gab, etc, as much as students can. However, these strategies could help students and make the most out of their efforts. Those strategies could increase students' skill ability.

As far as his observation, he said that the students were hard to speak English in their daily. He assumed that there were some obstacles faced by students related to the problem; they were shy to start speaking, lacked of grammar and vocabularies. Nevertheless, the students still had spirit and wished to practice

English when the teacher tried to do something to increase their motivation. At the end of interview, Mr Isma Fazri, suggested The SMAN 1 Bukit to enrich more Facilities, because they were important to support students in learning English, especially in speaking.

Ms Hasnah was interviewed on same day with Mr Isma Fazri. At the beginning of interview, he recommended, the strategy was considered effective to improve students' speaking skill. However, in its application, it did not run well as she hoped. According to her, at least there were two problems faced in applying the strategy. The main problem was caused by students; own motivation and the second was that students were not confident to start speaking English. He added that the teachers had tried hard to motivate the students in order to practice speaking English in their daily.

About the students' confidence in speaking English, Ms. Hasnah who has very cooperative during the interview said that some of students were confident to speak English, but most of them were not. Thus, the teacher had to work hard to motivate the students. At the end of interview, Ms. Hasnah said that the teachers had to motivate their students by setting up interesting situation in the students' environment.

The next interview was to five students in XI Mia 1. They said that they liked to speak English but they were not confident to speak English. They were three obstacles faced by them. Firstly, English words were difficult to pronounce. Secondly, it's grammar and vocabulary were complicated to learn also. Thirdly, it was shyness problem. In other side, they also proposed some solutions that the

teachers were not only taught speaking but explained how to use the strategies in learning speaking.

The last interview was toward five students in X Mia 1. They told the same thing as students' in XI Mia 1. They said that they liked speaking English because learning speaking was important in mastering English language. By using correct grammar while speaking, it made them more prestigious and others could understand them easily. For them, thinking about the rules spent much time. They only focused on transferring ideas to others. Sometimes, they just translated from Indonesian to English directly. They made mistakes but they did not care about it. Then, they added that using correct grammar in speaking was hard for them because they did not master grammar well.

At the end of the interview, they stated that the teacher had to be a good model for their students. They seldom heard their teachers speaking English to each other or with the students outside the class.

D. Discussion

After the writer analyzed the data, the next step then was to examine the research questions written in chapter one. The first research question was “What were the difficulties that the students at SMAN 1 Bukit Bener Meriah encounter when they learned to speak English?”. The second was “What were the factors that affected their speaking performance?”. Basically these research questions would be answered based on analysis of the data above.

To answer the research questions, we should see the result of data analysis, including observation, questionnaire, and interview. In the observation, the writer found that the students at SMAN 1 Bukit Bener Meriah faced some difficulties in speaking English. This fact was supported by respondent's answer in questionnaire. Based on the result of data analysis, the writer conclude that there were some difficulties faced by students.

1. Difficulties in Speaking English

The data showed that 76.6% of the students faced difficulties in speaking English, 23.3% of them felt sometimes difficult in speaking English. No one of them said that there are no difficulties or problem in speaking English. It also was supported by data of the interview. Two students who were interviewed also said that although they liked to speak English but actually, they perceived hard to speak English.

2. Difficulties in Employing Grammar

Based on the result of data analysis, the writer conclude that there were some difficulties faced by students the writer classified the data included in term of main difficulties. The data show most of the students or 70% of them faced the problem. One of the main difficulties was related to grammar aspect. Based on the result of observation data, the writer found that when students tried to speak, they faced difficulties in combining the words in correct grammar although they had enough vocabularies. The writer also found that when teacher taught about grammar in speaking, they did not pay any attention. The students only knew the

words but could not use them in good sentences. This fact was supported by the result of questionnaire data which show 56.6% of the students got problem with grammar. The interview data also shows the same result that the students who were interviewed said that the main difficulty they faced in speaking English grammar.

3. Difficulties in pronunciation.

The second main difficulty faced by the average of SMAN 1 Bukit Bener Meriah students was difficulty in pronunciation aspects. Based on the result questionnaire data, it show that 46.6% of the students got problem with pronunciation. This is in line with the result of observation data, which show that most students were difficult to pronounce words, even though they knew the word. The fact also was supported by the result of interview, the data in interview show that students liked to speak English, but they felt difficult to pronounce the word. Apart from these difficulties, the students also faced difficulty with other aspects such as vocabulary, fluency, etc. Those difficulties also should be improved in the future.

4. The Students' motivation and Interest in Learning Speaking.

Based on the results of questionnaire data, the students had good motivation to study at SMAN 1 Bukit Bener Meriah. It was shown by percentage of questionnaire that 53.3% of students had high level motivation to Study English, and 30% of the were had medium level motivation to study English. On the contrary, the students had no go good motivation to interest in practicing to speaking English. Based on the data of questionnaire, we could see that average students had medium level (46.7%) in practicing English. 20% of them had high interest in practicing English and 33.3% remaining had low interest to practice

English. In addition, 73.3% of the students had high interest in learning speaking subject. The data of questionnaire also show that most students sometimes experienced shyness problem. It reduced students' motivation to practice English.

5. Difficulties in Speaking because of Having No Strategies in Learning Speaking

Based on data analyzed of questionnaire, 23.3% of the students answered that they used strategies to improve their speaking skill. 33.3% of them used the strategy sometimes and 43.3% of them did not use any strategy. Therefore, most students had difficulties in speaking skills because they had no strategies in learning speaking.

Based on the data of interview, some of students used strategies in speaking such as; talking everything ungrammatically and doing English conversation. The students believed that rules of improving speaking skills were to speak, converse, talk, etc; these strategies could help them and made the most out of their efforts.

The third factor was teacher, it was related to their strategies in teaching English speaking. Teacher was also a crucial factor in influencing students' ability in learning English speaking at the class. The teacher should be a good model for students. Based on data analyzed of questionnaire, 16.6% of students answered that the teacher's strategy in improving their speaking ability was not so good, 23.3% of them answered good, and 30% of them answered not good at all.

Based on the data of interview, the students' said that although the teacher often advised the students to speak English, the teacher seldom gave the strategies

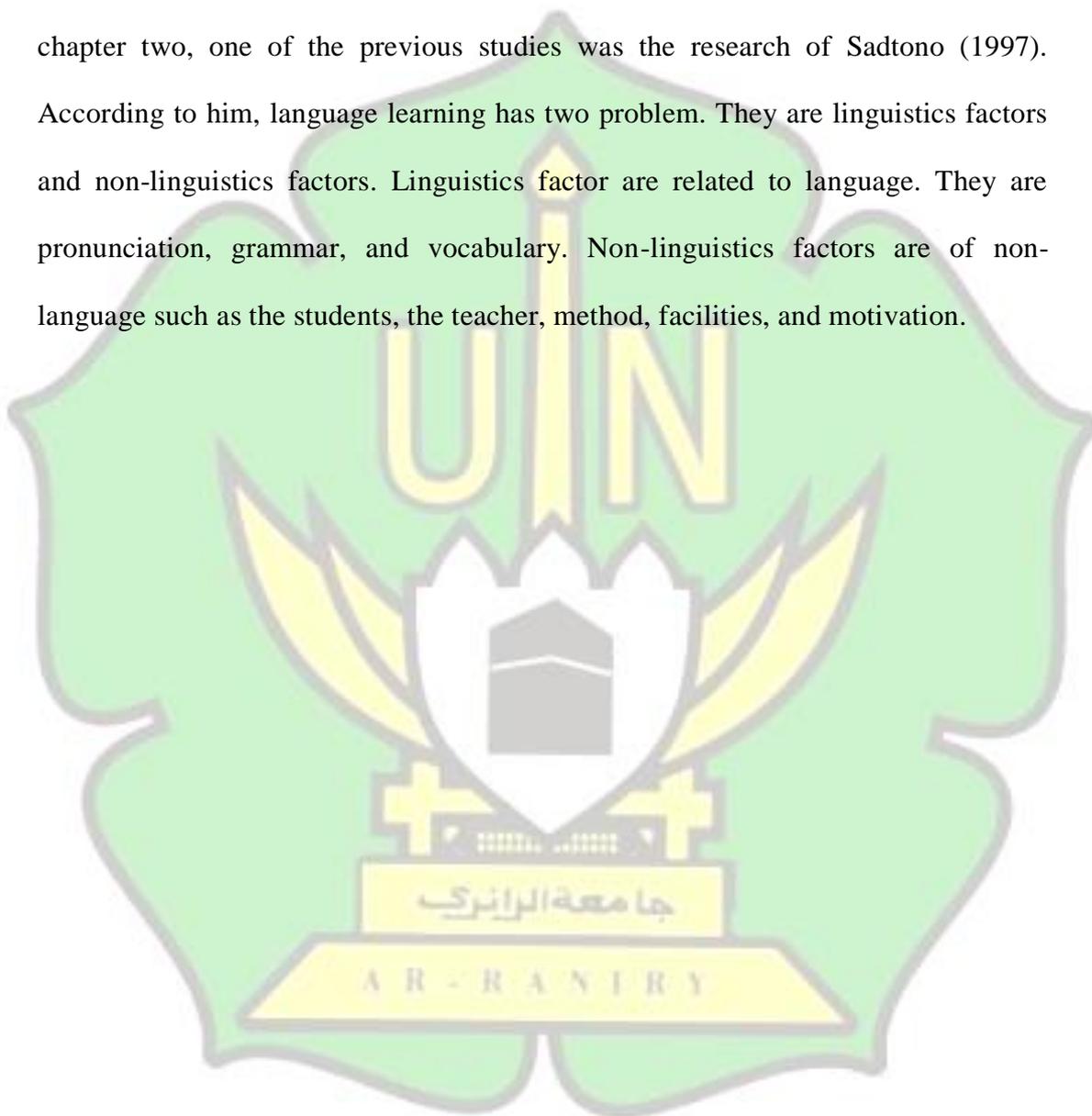
in learning speaking. Even, he gave more often advising in English. However, the teacher should build and develop communication with their students by practicing English. The students needed a good model in practicing. In interview, the students also said the same thing as in the observation. The writer saw the teacher only teach speaking subject by giving topics and discussed about it, at the class observation the writer also saw that teacher speaks more than students did. Students was did not pay any attention in the class because they were as audience in speech forum.

The last factor was facilities, which support students' speaking ability. The facilities were including mainly book about speaking or conversation, also grammar, language laboratory including equipment and language library. Based on the data of questionnaire, 53.3% of students said that the facilities were important as support tool in improving their speaking ability. On the observation, the writer saw that the SMAN 1 Bukit Bener Meriah hadn't language laboratory and only has some English books.

The discussion above answered the research questions as mentioned in chapter one that the students faced some difficulties in speaking English. In linguistics factor the students were weakness in grammar, pronunciation, vocabulary, and in non-linguistics factor the students faced shyness problem and less motivation. Generally, those difficulties were caused by some factors; first, students' internal difficulties related to students motivation and interest in learning speaking. Second, the strategy, related to students' strategy in learning speaking

skills. Third, teacher, related to strategies in teaching English an eventually, fourth, facilities, which support students' speaking ability, and learning atmosphere.

This result is similar to common previous studies as discussed before in chapter two, one of the previous studies was the research of Sadtono (1997). According to him, language learning has two problem. They are linguistics factors and non-linguistics factors. Linguistics factor are related to language. They are pronunciation, grammar, and vocabulary. Non-linguistics factors are of non-language such as the students, the teacher, method, facilities, and motivation.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research, the writer concluded that the students' in SMAN 1 Bukit Bener Meriah experienced some difficulties in learning speaking English. There were; lack of grammar, pronunciation, vocabulary, and some difficulties came from their intern factor such as shyness problem and lack motivation.

The difficulties were caused by some factors;

1. Students had not enough motivation and interest in practicing of speaking English.
2. Students had no strategies in learning speaking English.
3. Teacher's strategies in teaching English speaking were not so good.

B. Recommendation

The writer purposes some recommendation about this study as follow:

1. The students in SMAN 1 Bukit Bener Meriah should improve their ability in some language aspects in learning speaking, such as including all language aspects in learning English.
2. The students should not give up easily when they have difficulties but they should try to solve it by doing it again until they get right.
3. The teacher also should be active in class to influence the students' speaking.

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Lampiran 1**PANDUAN INTERVIEW UNTUK SISWA**

Kelas :
Tanggal :
Hari :
Tempat :
Waktu :

1. Apakah anda suka belajar berbicara menggunakan bahasa Inggris (Speaking) ?
2. Berapa lama anda sudah mempelajari bahasa inggris?
3. Seberapa sering anda mempraktekkan speaking anda?
4. Apakah anda merasa kesulitan dalam berbicara bahasa inggris?
5. Menurut anda, kesulitan apa yang anda hadapai dalam berbicara bahasa inggris?
6. Menurut anda, kenapa anda menhadapi kendala kendala tersebut?
7. Apa kah anda punya strategi tersendiri dalam belajar berbicara bahasa inggris?
8. Pernahkah guru mata pelajaran Bahasa Inggris anda mengajari nda strategi dalam belajar berbicara bahasa inggris?
9. Strategi apa yang di ajarkan?
10. Apa saran anda kedepanya agar kemampuan berbicara bahasa inggris (Speaking) siswa SMAN 1 Bukit Bener Meriah meningkat?

Lampiran 2

PANDUAN INTERVIEW UNTUK GURU

Name :

Day :

Place :

Time :

1. How students' motivation in speaking English?
Bagaimana motivasi siswa dalam belajar berbicara bahasa inggris?
2. What are students' difficulties in learning speaking?
Kesulitan apa saja yang dihadapi siswa dalam belajar berbicara bahasa inggris?
3. What are the difficulties experienced by student in learning speaking?
Apa kesulitan yang dialami siswa dalam belajar berbicara bahasa inggris?
4. Do you apply strategy in teaching speaking?
What's the strategi?
Apakah anda menggunakan strategy dalam mengajar speaking?
Strategi apa yang anda gunakan?
5. According to you, is the strategy effective in improving students speaking skill?
Menurut anda, apakah strategy yang anda gunakan selama ini efektif dalam meningkatkan kemampuan speaking siswa?

Lampiran 3

Nama :

Nim :

Unit :

QUESTIONNAIRE FOR STUDENTS

Jawablah pertanyaan dibawah ini, berikan tanda silang (X) pada jawaban yang menurut anda paling sesuai.

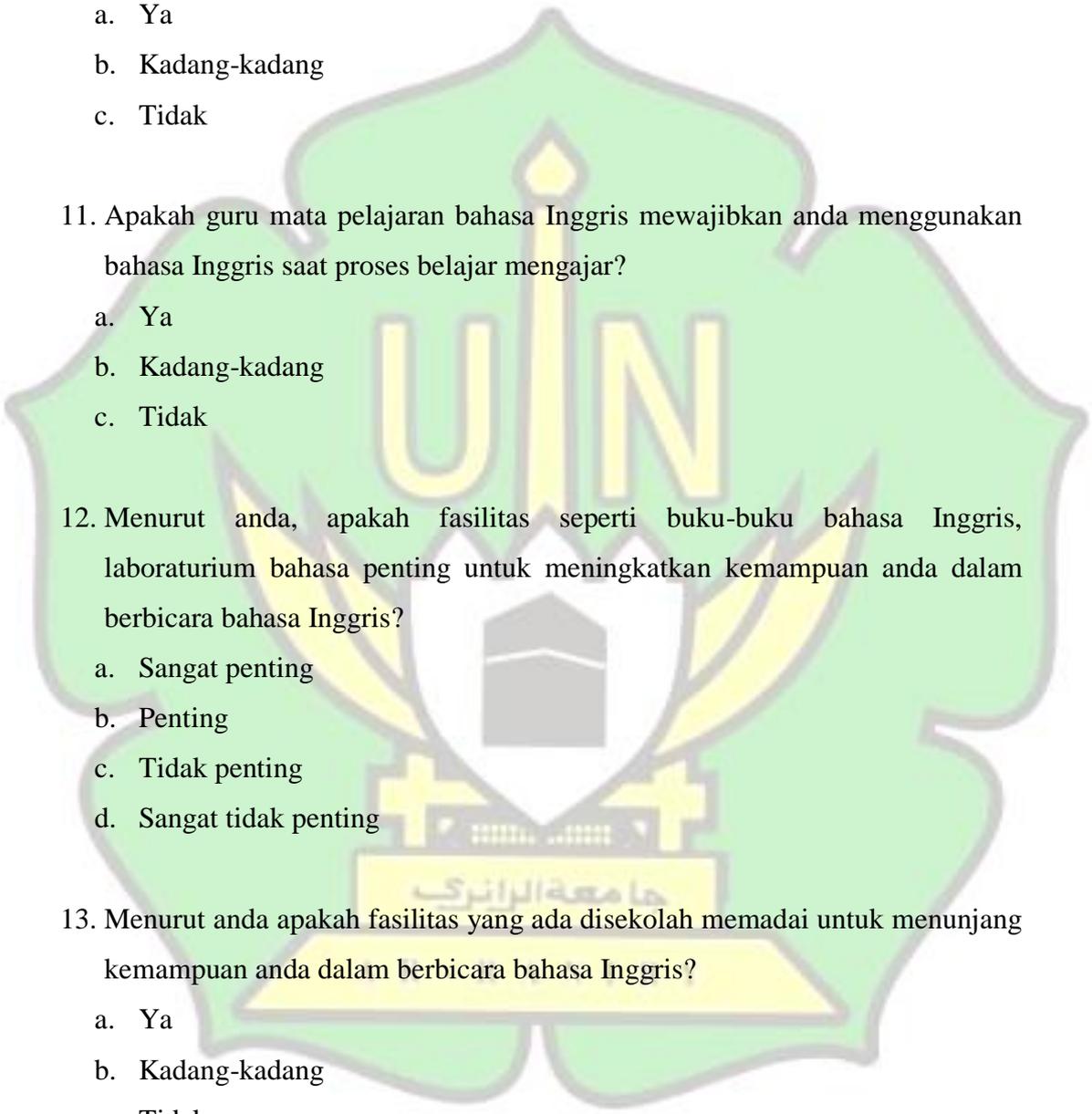
1. Berapa lama anda telah belajar bahasa Inggris?
 - a. 6 Tahun
 - b. 4 Tahun
 - c. 3 Tahun
 - d.

2. Apakah anda suka belajar berbicara dalam bahasa Inggris?
 - a. Sangat suka
 - b. Suka
 - c. Tidak suka
 - d.

3. Seberapa sering anda mempraktekkan berbicara dalam bahasa Inggris?
 - a. Setiap hari
 - b. Seminggu dua kali
 - c. Dua minggu sekali
 - d.

4. Apakah anda merasa kesulitan dalam berbicara bahasa Inggris?
 - a. Ya

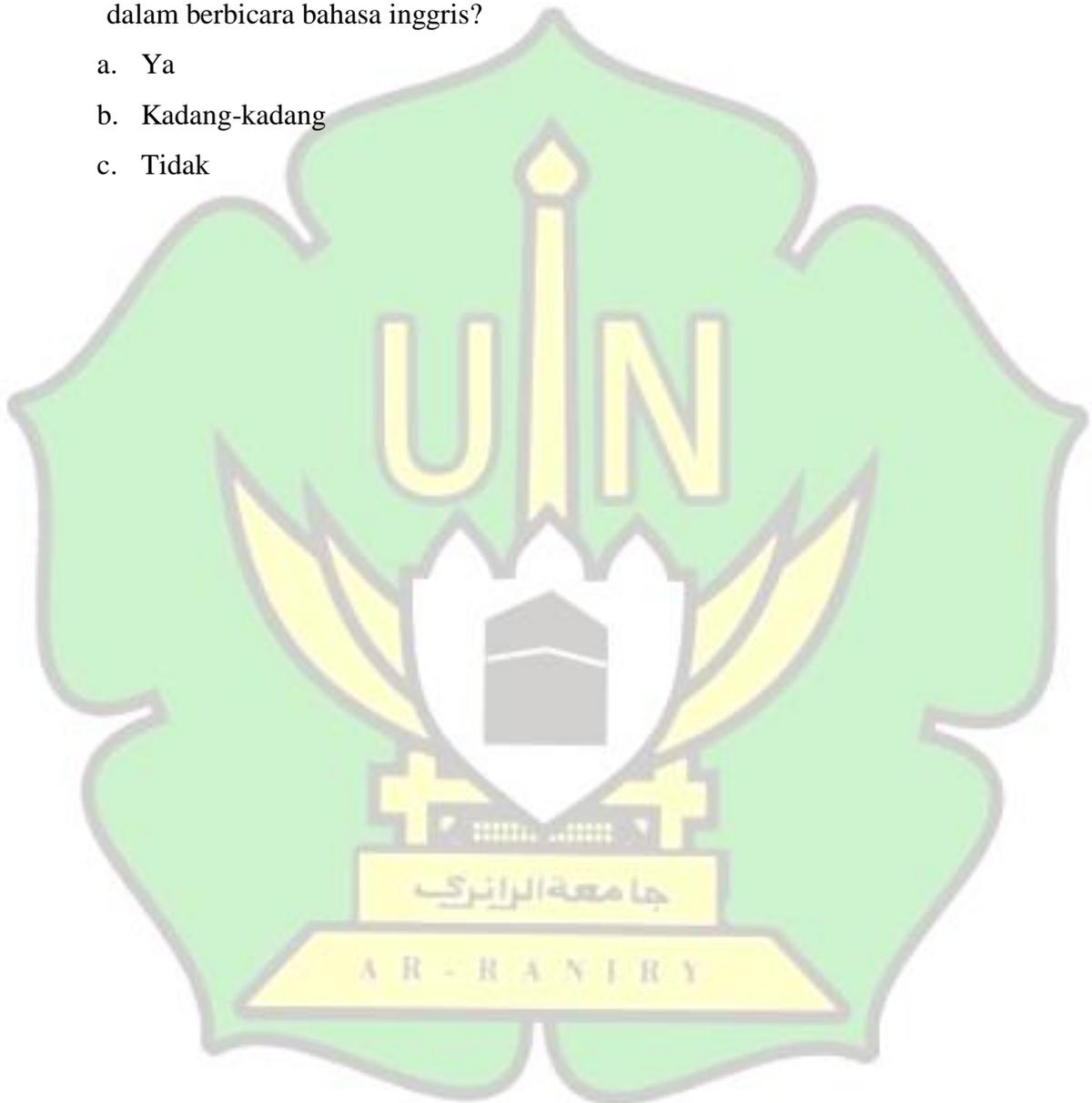
- b. Kadang-kadang
 - c. Tidak
5. Apakah anda merasa malu dan takut salah dalam berbicara bahasa Inggris?
- a. Ya
 - b. Kadang-kadang
 - c. Tidak
6. Apakah anda merasa kekurangan kosa kata ketika berbicara bahasa Inggris?
- a. Ya
 - b. Kadang-kadang
 - c. Tidak
7. Apakah anda merasa ada kesulitan saat mengucapkan kata-kata dalam bahasa Inggris?
- a. Ya
 - b. Kadang-kadang
 - c. Tidak
8. Apakah anda merasa ada kesulitan dalam grammar saat berbicara bahasa Inggris?
- a. Ya
 - b. Kadang-kadang
 - c. Tidak
9. Bagaimana pendapat anda terhadap strategi yang digunakan oleh guru mata pelajaran bahasa Inggris?
- a. Sangat baik
 - b. Baik
 - c. Kurang baik
 - d. Sangat tidak baik

- 
10. Apakah guru mata pelajaran bahasa Inggris menggunakan bahasa Inggris dalam proses belajar mengajar?
- Ya
 - Kadang-kadang
 - Tidak
11. Apakah guru mata pelajaran bahasa Inggris mewajibkan anda menggunakan bahasa Inggris saat proses belajar mengajar?
- Ya
 - Kadang-kadang
 - Tidak
12. Menurut anda, apakah fasilitas seperti buku-buku bahasa Inggris, laboratorium bahasa penting untuk meningkatkan kemampuan anda dalam berbicara bahasa Inggris?
- Sangat penting
 - Penting
 - Tidak penting
 - Sangat tidak penting
13. Menurut anda apakah fasilitas yang ada disekolah memadai untuk menunjang kemampuan anda dalam berbicara bahasa Inggris?
- Ya
 - Kadang-kadang
 - Tidak
14. Apakah anda memiliki strategi tersendiri dalam belajar berbicara bahasa Inggris?

- a. Ya
- b. Kadang-kadang
- c. Tidak

15. Pernahkah guru mata pelajaran bahasa Inggris anda mengajari anda strategi dalam berbicara bahasa inggris?

- a. Ya
- b. Kadang-kadang
- c. Tidak





**PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 BUKIT**

Jl. Baleatu – Simpang Tiga, Hakim Tungul Naru Kabupaten Bener Meriah KP. 24581
Telepon : (0643) 7425369 Faks (0643) 7425369 Email : sman1bkt.bmt1982@gmail.com

Nomor : 423 /016/SABUK/2017
Lampiran : -
Hal : *Surat Penelitian*

Kepada Yth,
Sdr. Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Di
Banda Aceh

Dengan hormat,
Sehubungan dengan Surat Sdr. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-4975 /Un.08/TU-FTK/TL.00/04/2018 Tanggal 07 Mei 2018 tentang Pengumpulan Data Penyusunan Skripsi, maka Kepala SMA Negeri 1 Bukit Kabupaten Bener Meriah dengan ini menerangkan bahwa :

N a m a : **Muhammaddinsyah**
NIM : **231 324 394**
Fakultas : **FTK**
Program Studi : **Pendidikan Bahasa Inggris**

Bahwa benar nama tersebut diatas telah melakukan Penelitian dan Pengumpulan Data pada SMA Negeri 1 Bukit pada tanggal 15 sd 17 Mei 2018 yang berkaitan dengan judul Penelitian “ **The Difficulties Experienced by Students in Learning Speaking (A Study at SMAN 1 Bukit Bener Meriah)**”.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.



Simpang Tiga, 17 Mei 2018
Kepala SMA Negeri 1 Bukit

R D I, S.Pd, M.Si
NIP. 19680406 199203 1 004

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 17 Oktober 2017

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-10312/UN.08/FTK/KP.07.6/11/2017 tanggal 01 November 2017

Menunjuk Saudara:

1. Drs. Luthfi Aunie, MA

2. Dr. Nashriyah, MA

Sebagai Pembimbing Pertama

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Muhammaddinsyah

NIM : 231324394

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Difficulties Experienced by Students in Learning Speaking (A Study at SMAN 1 Bukit Bener Meriah)

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Tanggal: 4 Desember 2018



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

AUTOBIOGRAPHY

Name : Muhamaddinsyah
 Place/Date of Birth : Ujung Gele/17-08-1995
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 Religion : Islam
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 Marital Status : Single
 Occupation : Student
 Address : Baet, Baitussalam, Aceh Besar
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 SD : SDN 1 Delung Tue
 SLTP : MTsN Simpang Tiga
 SLTA : SMAN 1 Bukit Bener Meriah
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 Father's Name : Banta Angkasa
 Father's Occupation : Farmer
 Mother's Name : Murniati
 Mother's Occupation : Farmer
 Address : Ujung Gele, Bukit, Bener Meriah

Banda Aceh, January 1th, 2019

Muhammaddinsyah