



**STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH
(A STUDY OF THE SEVENTH GRADE OF SMPN 2 PADANG GANTING
REGISTERED IN 2021/2022 ACADEMIC YEAR)**

THESIS

*Submitted to English Teaching Department
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as a Requirement to Obtain Bachelor Degree in English Teaching*

**Febby Febry Yola
Reg. No. 1830104021**

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBİYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) MAHMUD YUNUS
BATUSANGKAR
2022**

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Nama : Febby Febry Yola

Nim : 1830104021

Jurusan : Tadris Bahasa Inggris

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Nim.1830104021

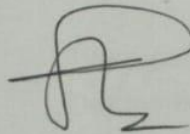
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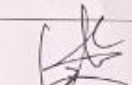

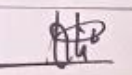


Zulhermindra, M. Pd

NIP. 196909101999031003

THESIS EXAMINERS' APPROVAL

This thesis was written by FEBBY FEBRY YOLA, Reg.No. 1830104021 entitled "STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH A STUDY OF THE SEVENTH GRADE OF SMPN 2 PADANG GANTING REGISTERED IN 2021/2022 ACADEMIC YEAR" has been examined by board of examiners of English Teaching Department of Tarbiyah Teacher Training Faculty of State University for Islamic Studies Mahmud Yunus (UIN) Batusangkar on Thursday, July 2022 and approved to be accepted as requirement to obtain Bachelor Degree (S1) in English Teaching.

No	Name/NIP	Position	Signature	Date
1	Irwan, M.Pd NIP. 19740424200511 015	Examiner		10/8/22
2	Zulhermendra, M. Pd NIP. 196909101999031003	Advisor		22/8/22
3	Rini Anita, M.Pd NIP. 198407232011012012	Co-Examiner		22/8/22

Batusangkar, Agustus 2022
Approved by,
Dean of Tarbiyah and Teacher Training
Faculty



Dr. Adripen, M.Pd
NIP. 19650504 199303 1 003

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The Researcher

Febby Febry Yola
Reg.No.1830104021

ABSTRAK

FEBBY FEBRY YOLA, NIM 1830104021, judul skripsi, “**STUDENTS’ DIFFICULTIES IN LEARNING SPEAKING OF THE SEVENTH GRADE OF SMPN 2 PADANG GANTING REGISTERED IN 2021/2022 ACADEMIC YEAR**”, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian ini ialah kesulitan-kesulitan yang dihadapi ketika berbicara bahasa Inggris oleh siswa kelas VII di SMPN 2 Padang Ganting dan tujuan dari penelitian ini yaitu untuk mengungkapkan kesulitan-kesulitan siswa kelas VII di SMPN 2 Padang Ganting dalam berbicara bahasa Inggris.

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Informan dalam penelitian ini berjumlah 6 orang yang mengalami kesulitan dalam berbicara bahasa Inggris sebagaimana yang direkomendasikan oleh guru bahasa Inggris yang mengajar di kelas VII di SMPN 2 Padang Ganting. Instrument kunci dalam penelitian ini adalah peneliti sendiri. Dalam penelitian ini, peneliti melakukan penelitian dengan berpedoman kepada pedoman wawancara. Pengumpulan data dilakukan menggunakan teknik wawancara dan alat bantu lain seperti kamera dan perekam suara. Dalam penelitian ini peneliti menggunakan data triangulasi untuk menguji keabsahan data. Kemudian data dianalisis melalui cara yaitu mereduksi data, menampilkan data, memverifikasi data dan mengambil kesimpulan (Milles and Huberman).

Berdasarkan temuan penelitian, maka ditemukan 7 kesulitan yang dihadapi oleh siswa kelas VII ketika berbicara bahasa Inggris di SMPN 2 Padang Ganting, kesulitan tersebut ialah : 1) Merasa malu, 2) Lupa kata-kata, 3) sulit untuk diucapkan, 4) Takut mengucapkan yang salah, 5) Kurangnya kosa kata, 6) Sulit untuk memahami kosa kata, 7) Sulit untuk mengumpulkan ide.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, it is very necessary to have good English skills because along with the times and technology developments, there is no limit to communicate with other countries. To compete with other countries, of course, students must also have good English skills because English is an international language that can be used to communicate with various countries. Currently, all job vacancies also require fluent English, both oral and written. Therefore, it is important for students to understand and master English from an early age.

Speaking is important and cannot be separated by the existence of a language. It means that no interaction exists without speaking (Putra, 2017). Every students' have to be able to speak and interact in English with classmates and teachers to understand the material being taught by the teacher, Moreover they will not be left behind when they have advanced to the next level of education. Speaking is the most important element for students when they want to be fluent in English, so it is very important for Junior High School students to know how to speak good English starting from the base.

Students in EFL classroom have serious difficulties in speaking such as feeling anxiety and having problems in delivery of the material (Ahmadi (2017). The problems faced by students when speaking English makes students' motivation and interest in learning to speak English decrease, this makes their ability to Students' learning is getting lower, as well as seventh grade students at SMPN 2 Padang Ganting who have difficulty speaking English.

Various interesting methods and media has been applied by the English teacher when teaching English speaking in seventh-grade. They are aimed to support students' ability to speak English. The teacher also presents interesting media such as using learning videos, from which students can see good examples

of how to speak well. The video being used, especially in the form of animation, will attract students' interest in learning as well. The classroom practice method is also carried out by the teacher to improve the students' ability to speak in English. Both methods and media have played an important role in supporting students during the teaching and learning process.

In teaching and students of seventh-grade in learning English speaking at SMPN 2 Padang Ganting, the teacher explains the material, the material being taught on the blackboard one by one. Then, the teacher gave an example of how to speak in English and asked the students to repeat what the by writing teacher said as an example. In the self-introduction material the teacher used media where the media was made of paper containing self-introduction material, then the paper was distributed to all students, if the student got the question "What is your name" then the student went to the front of the class to introduce his name to all class members. However, most of the students are unwilling and embarrassed when they are speaking.

Even though the teacher has provided interesting media and methods that aim to attract students' interest in English, the seventh grade students at SMPN 2 Padang Ganting do not show any changes in learning to speak English at all. Seventh grade students at SMPN 2 Padang Ganting still have no motivation in learning English, especially in speaking material and almost all students have no interest in speak English, when the researcher carried out teaching practices at SMPN 2 Padang Ganting, some students were shy and didn't want to speak in English even just words, students are more likely to be silent when they are instructed in turn to say words in English. In learning speaking, students are dominantly silent rather than trying to try to pronounce words in English. Even in taking daily practice scores, some students don't want to take it so the teacher threatens students if they don't take the practical exam then all students in the class are not allowed to take the semester exam.

Therefore, the teacher looks for solutions so that students do not give up trying to speak or say words in English. On one occasion the teacher asked, students to attend an additional class with a different class situation with the aim of making students more comfortable and not feeling embarrassed when they came to the front of the class and said words in English. Even the teacher has made it easy for students to see notes when practicing speaking in front of the class but still students repeat the same mistakes and in the end students who come to the front of the class even though they don't speak English correctly are still given good grades.

At SMPN 2 Padang Ganting, some students have low learning motivation, because students think that working and making money is much more successful than having to study and continue their education. So if the teacher reprimands and gives punishment, students prefer to quit school. Therefore, the teacher strives for the child to continue in school and continue his education in a way that the children are still given complete grades even though they have low learning outcomes.

Based on this preliminary research, the researcher collected data of students' scores from an English teacher who taught in seventh grade and found that most of the score of seventh grade students at SMPN 2 Padang Ganting in the speaking test were relatively below average, Almost all students had difficulties in speaking english (see appendix 10) . Based on the data, it seems like just a few of them can speak pretty well in English and achieve the minimum mastery criteria of English speaking. The score is not a determinant that students have difficulty in learning speaking but the score is a benchmark for researchers to find out that class VII students are identified as having difficulties in learning speaking.

This research was conducted at SMPN 2 Padang Ganting. SMPN 2 Padang Ganting is one of the junior high schools in Tanah Datar district which is not far from downtown Batusangkar where the road to SMPN 2 Padang Ganting is also easily accessible, making it easier for researchers to conduct research. SMPN 2

Padang Ganting is a school where researchers conduct teaching practice in 2021 so that researchers have easy access to data.

Learners revealed speaking difficulties such as inhibition or nothing to say, due to not being able to master three elements of speaking namely vocabulary, grammar and pronunciation (Shen & Chiu, 2019). Constraints experienced by students in learning speaking, often because the students do not know the elements that must be understood in learning speaking, namely vocabulary, grammar and pronunciation. There is no way a teacher can expect that the students will speak English well if they have a lack of vocabulary. It will also be difficult to clearly understand what they are trying to convey if they cannot pronounce the words correctly and the meaning could be ambiguous if the words are formed in a bad grammatical sense. Because of that, the researcher is interested in examining student difficulties in learning English speaking in the seventh-grade of SMPN 2 Padang Ganting.

Based on the problems the researcher found, this research is important so that Junior High School students will acknowledge their problems in learning English speaking and by that hopefully they can find a way out how to get improved. Also, the teacher can get reference of difficulties that experience by the students during teaching and learning process, especially English speaking, and then the teacher can take further action to help the students, in this case seventh-grade student of SMPN 2 Padang Ganting, to resolve the problem and help them be better English speaker.

In a previous research about students' problems in learning speaking conducted by Siti Ratna Ayu, on her thesis "An Analysis of the Students' Problem in Learning Speaking at the First Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the Academic Year 2018", she said that usually students' problems in learning speaking come from the difficulties in speaking activity that faced by students. Other research was conducted by Muhammadinsyah about student difficulties in learning speaking with the title

“The Difficulties Experienced by the Students in Learning Speaking”, The result from his research is 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.

Based on the background above, the researcher conducted a study on learning speaking in English with the title: Students’ Difficulties in Speaking English a Study of Seventh Grade of SMPN 2 Padang Ganting Registered in 2021/2022 Academic Year because students still have difficulties in speaking English even though the teacher has conducted additional classes aimed at making students understand more about speaking material and students still have no interest in learning speaking. So that researchers are interested in conducting research on seventh grade students at SMPN 2 Padang Ganting.

B. Research Focus and Question

Based on the background of the problem above, many junior high school students who study in seventh grade experience difficulty in speaking English , therefore this research focuses on the difficulties experienced by students of the speaking english.

Based on the research focus, the researcher formulated the research question as follows: What are speaking difficulties faced by seventh grade student in SMPN 2 Padang Ganting?

C. Definition of Key Terms

To avoid misinterpretation about specific that used in this research, the researcher defined key terms as follow :

1. Speaking English

The ability to speak English and the ability to convey something using English by seventh grade students at SMPN 2 Padang Ganting.

2. Student difficulties

The obstacles faced by seventh grade students at SMPN 2 Padang Ganting when speaking in English.

D. Purpose of the Research

Based on the research question, the purpose of this research is to find out the difficulties faced by seventh-grade students in SMPN 2 Padang Ganting, look for the causes of difficulties in speaking English in speaking material faced by seventh-grade students and find solutions to the difficulties faced seventh-grade students of SMPN 2 Padang Ganting.

E. Significant of the Research

This research is expected to be useful in both theoretical and practical, the result of this research. The result of this research is that the researcher hopes that with this research the difficulties and causes of students' difficulties in learning speaking will be answered.

Practically this research be useful for :

1. Student

With this research, students know more about the reasons why they have difficulty when speaking English, so that students can do the best solution for themselves.

2. Teacher

Teachers can learn a lot and get information about the factors that cause students to experience weaknesses in speaking English so

that teachers can create new methods of learning after knowing the difficulties experienced by students and the causes of these difficulties.

3. Researcher

The research conducted by this researcher is very useful for researchers who are prospective teachers to learn more about the difficulties experienced by students when Speaking English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking

a. Definition of Speaking

Speaking is a useful aural/oral ability. It entails making a series of structured vocal utterances to convey meaning (Nunan, 2003). Speaking is usually focused by teachers in order to promote students' good speaking skill as speaking is useful for developing people's networking, personality, and characters (Jaya, Petrus, 2022). Speaking skills are needed for expressing one's ideas and opinions as well as impressing the others. Good speakers can win lakhs of hearts with their impressive, attractive and attentive talk. It is not enough to face the challenges today and the teachers have to realize that they need to focus more on this skill to prepare the learners for employment, interaction with others and perform well at work places (Rao, 2018).

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 (Moris and Novia 2002) .

Based on the quote above, it can be concluded that speaking is a skill that students must learn to be able to relate to other people well, and be able to speak in ways and expressions that are appropriate to the conversation. So that other people can know the character of the student. Speaking skills must also be learned for students' ability to present lessons in front of the class.

b. Function of Speaking

A language function is the purpose of speaking that sentence or phrase. Language functions refer to the purposes in which use language to communicate. We use language for a variety of formal and informal purposes, and specific grammatical structures and vocabulary are often used with each language function. For example, “I’m sorry” represents the function of apologizing and, “Good morning” represent the function of greeting. In this research, the writer used language function particularly expression of opinion, agreement and disagreement (Azlina et al., 2015).

A. Expression Opinion

An opinion is a subjunctive belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same sets of facts. Opinions are never right or wrong, they are merely a figment of what someone believes. However it can be reasoned that one opinion is better supported by the facts than another by analyzing the supporting arguments.

B. Expression of Agreement and Disagreement

Expression agreement and disagreement is closely related to discussion text as it explores an issue from different points of view. This type of text is labeled as pros and cons. There are examples of expressing agreement and disagreement

There are some functions of speaking which must be considered there are have three functions of speaking :

1. As interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. (Richards, Jack, 2008)

2. As transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3. As performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

Based on the expert's explanation above, it can be ensured that there are several speaking functions, namely the expression of an opinion. The function aims to express someone's opinion, such as expressing agreement with something or disagreeing. Speaking also has a function as a way to communicate with others such as speaking as an interaction, transaction, and performance, so speaking has many functions both for oneself and for others.

c. Importance of Speaking

The importance of speaking skills in the context of work, academic and social life in society and the state, every actor must understand and be able to apply thoughtful and skilful ways of speaking so that they are easy to communicate and can achieve the goal of communicating well and pleasantly (Fauria & Zellner, 2015). As an example of how essential communication skills and competencies are in both written and oral academic contexts, it is time for every academic community to maintain good and successful communication. So that communication between cadets, both in the context of learning and evaluation, communication between cadets must possess and apply these skills in a mindful, thoughtful, and skillful way to speak to achieve academic success (Nanni & Brown, 2016).

The ability to speak is very necessary in everyday life. The importance of having the ability to speak is to communicate well with others, making it easy to convey something to others. Speaking also plays an important role in work, study and other activities, because if we can speak in our mother tongue or in a foreign language, everyone we are talking to will always understand what we are saying. Therefore, speaking is very important to be mastered by someone.

d. Types of Speaking

Suggest that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction, while information routines contain frequently recurring types of information structures, being either be expository or evaluative (Nunan & Tabla, 2011).

There are some basic types of speaking as in the following taxonomy (Brown, 2004):

1. Imitative.

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive.

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive.

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or

interpersonal exchanges which have the purpose of maintaining social relationship.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Berdasarkan pendapat para ahli di atas dapat disimpulkan bahwa ada 5 tipe kesulitan siswa dalam berbahasa Inggris, 5 tipe kesulitan ini ialah imitative, intensive, Responsive, interactive dan extensive kelima tipe ini merupakan permasalahan atau hambatan yang dihadapi seseorang ketika berbicara dalam bahasa Inggris

e. Component of Speaking

There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency (Harris, 1974).

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn

the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

There are five components which are generally recognized in analyzing speaking ability such as fluency, pronunciation, grammar, vocabulary, and comprehension (Haris ,1974) :

1. 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.
2. 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.

3. 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.
4. . 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.
5. 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.

There are several components that must be mastered if someone wants to be fluent in speaking using English, these components must be mastered without exception because all components relate to each other to form a good and correct way of speaking English, therefore if someone wants to speak English fluently then must master the components above.

2. Speaking Difficulties

a. Definition Speaking Difficulties

'Difficulty' appears to be in essence a dichotomous concept: a specified task can or cannot be performed. The exception that parts of it can be performed while others cannot seems to be apparent only, since it involves a change in the task originally specified the new (sub-) task, again, can be performed or it cannot (Willoughby, 1936). According "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 (Bird, 1996).

Speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English. Many of students cannot speak clearly when they talk with foreigner because they don't know how to express what they want to say and how to say that. For it, they get a miss

communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend the use of expressions and the elements in speaking (Pollard, 2008).

Speaking difficulties are difficulties experienced by someone when they want to speak and convey something using English. Speaking is the way someone conveys something through speech and difficulties, namely the obstacles experienced by someone.

b. Type of Speaking Difficulties

There are 5 basic types of classroom speaking performance, they are (Brown, 2004) :

1. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

2. Intensive

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

3. Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests

and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

4. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

5. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and " formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

Many factor causing difficulty who faced by student when speaking english such as :

1. Inhibition

Students often feel ashamed, afraid and embarrassed when learning to speak and are also

often embarrassed if criticized when they mispronounce a word in English and are also laughed at by classmates (Ur, 1996)

2. Nothing to say

Students don't know what words they want to say in English because students don't understand what the teacher is teaching

3. Low or uneven participation

Sometimes students in learning activities do not participate in class so that they do not practice speaking words in English.

4. Mother-tongue use.

The habit of students and teachers in using their mother tongue makes students more and more difficult in learning speaking

Based on the expert explanation about researcher conclude that There are four causes of difficulty in learning speaking such as inhibition, nothing to say, uneven participation in class and mother-tongue and also what Brown described. all of these are common causes of difficulties that students face when learning speaking. some of these difficulties come from the students themselves. That's why an evaluation must be held in every lesson whose goal is that students can introspect on the difficulties they experience each.

c. Factor Causing Speaking Difficulties

Speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English Zhang in (Nakhalah, 2016). Pointed out that many factors that

cause difficulties in speaking English among EFL learners. 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.

Those problems faced by students in speaking are caused by linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation (Mulyono, 2019; Perez-castillejo, 2019). Aside from linguistic competence, students also have difficulty relating to their psychological traits, such as lack of confidence, fear, and Anxiety (Woodrow, 2016; Galante, 2018).

There are several factors that cause difficulties in speaking English, namely difficulties that come from oneself and external factors, this factor is what causes a person's difficulty in speaking English. For example, problems that come from oneself such as shame, lack of confidence, lack of vocabulary and anxiety. Then external factors such as the teacher's teaching procedures. Therefore, someone has difficulty in speaking English.

There are five factors difficulties in speaking in English, as follow: (1) linguistic obstacles, (2) speech processing difficulties, (3) academic and conversational English skills, (4) negative affect and (5) access to speaking opportunities (Bygate, 2008) :

1. Linguistic Obstacles

Linguistic obstacles are obstacles in languages such as grammar error when speaking English. Not good structure when using English. Problem with vocabulary and grammar when talking with teacher. And then error pronunciation.

2. Speech Processing Difficulties

This is difficulty in speaking because, students in their daily lives are still accustomed to using mother tongue. Students also find it difficult to use words and structures in English. When talking to teachers they don't communicate well and effectively. Students still struggle to pay attention to fluency and accuracy when speaking English, because there are many problems that they have not yet mastered.

3. Academic and Conversational

English Skills This is a problem in academic conversations in English. Many students“ find it difficult to lead English-language discussions, do not live in class atmosphere. Most students“ are afraid of English speeches in the class and are not willing to participate in English discussions in the classroom afraid to speak or joke. When presentation in class.

4. Negative Affect

Negative affect is that students can be interpreted when they want to talk feeling nervous, have high anxiety if they think negatively worry about grammar, so silent students“ in the classroom, especially lack of confidence in speaking English in the classroom and when the teacher says they choose to be silent.

5. Access to Speaking Opportunities

Access to speaking opportunities There is a growing awareness that individual learning is not an individual psychological process but also a social process. So it can be interpreted to speak English not for individuals but socially. Most students“ speak less English outside the classroom. And many do not participate in class.

Below are some characteristics of spoken language that make speaking difficult proposed by (Brown, 2001).

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

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

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial

language Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stressed-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

Many factors cause difficulties in speaking English, some from internal and external. Examples of factors causing difficulties in speaking English that come from internally, namely psychological competence, lack of confidence, fear and anxiety and those from external sources such as teaching strategy, the curriculum, the environment, linguistic obstacles, speech processing difficulties, academic and conversational English skills, negative affect, access to speaking opportunities. All factors cause difficulties in speaking English so a strategy is needed to overcome the factors that cause difficulties in speaking English.

d. Strategy to Overcome Speaking Difficulties

The most important theory about communication strategies which the writer will take as the main theory is from. Here, the classification of communication strategies based on who categorized communication strategies into (Littlewood 1984: 84) :

1) Avoiding communication

When learners are aware of gaps or weakness while they are engaging in speaking, they may avoid discussing topics for which they know that they lack the necessary vocabulary. This kind of strategy will be more frequent with the learners who dislike risks or uncertainty.

2) Adjust the message

When learners face a problem while trying to exchange and no chance to use avoidance, they usually alter the meaning they intend to communicate. They may omit some items of information, make the ideas simpler or less precise, or say something slightly different.

3) Use paraphrase

Learners sometimes use paraphrase including circumlocution or description, to express the meaning of their ideas they want to communicate. Learners, who cannot recall the word “kettle”, say “the thing that you boil water in”.

4) Use approximation

Learners express the meaning of their ideas as closely as possible. The learners tend to use words, which are less specific than the intended meaning. Perhaps, they may also use words, which really refer to something else but may be interpreted appropriately in the context of the learners’ utterance.

5) Create new words

Learners may create new word or phrase, to express their desired meaning. The new word may be created by literally translating the elements in a native language word. Of course, there is a chance that this strategy will result in a word that actually exists in the second language.

6) Switch to the native language

Rather than create a new word with the second language material, a learner may decide to use a word from his/her own native language. Obviously, this strategy is most likely to succeed in situations where the listener has knowledge of the speaker's native language.

7) Use non-linguistic resources

This strategy involves the use of gesture, imitation, and miming in expressing the ideas to make the meaning clearer.

8) Seek help

This may simply means using bilingual dictionary. The speakers try to ask somebody else to help them to overcome their difficulties. It is just simple ask the other to translate or ask the correct forms of their ideas.

Based on the explanations of the experts above, it can be concluded that there are several strategies to overcome difficulties in speaking English. The above strategy can be used as a solution to overcome the difficulties experienced by a person. Therefore, the above strategy can be overcome with the above strategies.

B. Review Relevant Studies

The researcher discovered that this study's problem discussion was related to this. The first was Siti Ratna Ayu (2018) "An Analysis Of The Students' Problem In Learning Speaking At The First Semester Of The Eleventh Grade Students Of Smkn 6 Bandar Lampung In The Academic Year 2018" in this research we know that the problem who faced student in learning speaking. This research using qualitative research and the population is the eleventh grade student in senior high school of SMKN 6 Bandar Lampung the academic year 2018. The result of this study is the researcher found 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.

The second is Muhammadiyah (2019) "The Difficulties Experienced by the Students in Learning Speaking (A Study At SMAN 1 Bukit Bener Meriah)" this research also using qualitative research focus on the student of SMAN 1 Bukit Bener Meriah. From the research the researcher 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.

The third is Devi Novita Swary (2014) "A Study Of Students' Problems In Learning Speaking English at the Second Grade Of SMP Negeri 1 Talaga" . This research use depth observation and also interview. The researcher found that the

ability of the students of SMP Negeri 1 Talaga was in low level. Most of the students cannot be able to speak by using English, although in very simple phrase or sentences. There are only a few students who have good skill in English especially in English speaking. The researcher concludes that the students have problems in terms of learning English speaking. In learning English speaking, every student has their own problems on it either from the students themselves or from the others factors. In this research, the researcher found at least 12 problems in learning speaking and some ways to solve that problems which have to be known or even applied both by students and teachers. This research focus on student of junior high school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design made for this research was descriptive research. Stated that descriptive research involved collecting data in order to hypotheses or to answer questions about the current status of study or topic of study. So it can be said that the researcher uses descriptive research by collecting data to answer the cases being studied. Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, individual or focus group, interviews (Lambert & Lambert, 2012).

The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Nassaji, 2015).

Based on the explanation above the researcher used descriptive research in this research. The ways that used in descriptive research is collecting the data focus on moderate, structured, open-ended, individual or focus on group, interview. In this study, researchers used interviews to obtain data from seventh grade students at SMPN 2 Padang Ganting. To find out what are the difficulties faced by students in speaking English .

B. Research Informant

Participants selected in this study are people who have information about the topic or subject that the researcher wants to collect data on. They must have experience or have studied the topic of the problem under study. Therefore, the researcher chose informants to get information about difficulties in learning speaking, namely seventh grade students at SMPN 2 Padang Ganting. The informants that the researcher was chosen are in accordance with the

recommendations of the names of the seventh grade students who have difficulty, the names of these students were recommended by the English teacher who teaches in seventh students are selected based on the criteria given to the teacher, namely 1) Inhibition, 2) Nothing to say, 3) Low or uneven participation and 4) Mother tongue use. (see appendix 9), Of the 10 students recommended by the teacher, only 6 people are willing to be asked for information regarding difficulties in learning speaking. The reason the researcher chose the seventh grade students as informants was because the problem of difficulty in speaking English was first identified by the researcher, namely in grade VII and only in grade seven the teacher used additional classes to study and carry out daily tests but students still made the same mistakes and does not show changes with before the addition of the class. Information was obtained through several steps, the first step was the researcher contacted students who had been recommended by the teacher then the researcher met the students by determining the previous meeting schedule, the researcher conducted interviews with students in several ways, the first was by visiting students directly and via virtual.

C. Research Setting

This study focuses on student difficulties in learning speaking, data will be collected in seventh grade at SMPN 2 Padang Ganting for the 2021/2022 academic year. The class that was studied is the class that has studied speaking material. The classes to be studied are class VIII1 and class VII2. This research was conducted at SMPN 2 Padang Ganting. SMPN 2 Padang Ganting is one of the junior high schools in Tanah Datar district which is not far from downtown Batusangkar where the road to SMPN 2 Padang Ganting is also easily accessible, making it easier for researchers to conduct research. SMPN 2 Padang Ganting is a school where researchers conduct teaching practice in 2021 so that researchers have easy access to data.

D. Research Instrument

In this research, the researcher was the key of the instrument and with the support of the instrument, namely the interview guide, the interview questions were derived from the research question this research so as to produce one question that relates to the research problem. Then the other supporting instruments are cameras and audio recorders which are useful for recording the voice of the informant during interviews and a camera for documenting interview activities as one of the evidence that the research was properly carried out. In this study, the purpose of the research instrument is as a data collection tool, so that the data that can be used as easily and as systematically as possible by the researcher in the research he carries out. In this study, the research instrument focused on seventh grade junior high school students who faced difficulty in learning speaking. The researcher used the interview guide as a guide for conducting research. Researchers conducted research when junior high school students were on vacation for class promotion so that researchers had to contact students who had been recommended by the teacher to ask students' willingness to help researchers obtain information. After the researcher contacted the students and made an appointment to meet and conduct interviews, the researcher directly met the student. Researchers also get convenience when conducting research because some students recommended by the teacher are doing training activities at school for the FLS2N competition so that researchers can conduct interviews without having to make an appointment to meet. Interviews were conducted in two ways, first in person and online, online interviews were conducted because some students were out of town.

E. Technique of Data Collection

Interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be construct in a particular topic (Mason, 2002). Combining observation and interview is a technique used in obtaining data, by conducting interviews researchers can find information that is

not obtain through observation alone by conducting interviews is one way to get full information about the problem being studied. Interview questions can be obtained from observations that have been carried out. The interviewer may go deeper into participants' responses to learn more about their feelings and experiences. This study uses the technique of interviews. Therefore, the instruments needed are interview guides (see appendix 1), recording devices and the researcher makes a transcript based on audio (see appendix 2 and 3), cameras to take a photo (see appendix 7 and 8).

When writing the interview transcript, the names of the students who were interviewed were disguised in the form of initials to protect the privacy of the informants. Initials NR (I-1), MM (I-2), MR (I-3), MF (I-4), SR (I-5), WA (I-6) and documentation in the form of facial photographs of the researcher informants are blurred in order to maintain the privacy of informants.

F. Research Procedure

This research was conducted based on the following steps, such as:

1. Defining the research problem

Several steps that researchers must take are observation. Observation is a direct review of the location where the researcher will conduct research. First, the researcher made observations at SMPN 2 Padang Ganting the seventh grade at the school. Second the researcher saw when the teacher was doing the learning at the class.

2. Designing the Study

When conducting a literature review, the researcher found several previous studies that discussed students' difficulties in learning speaking. Then the researcher finds problems that relate to the problem to be studied. After that, the researcher summarizes all these problems and relates them to the problem being studied.

3. Reviewing Literature.

In this step, the researcher finds several theories and related studies to support this research, such as the theory about students' difficulties in learning speaking. (see the literature review).

4. Collecting the Data

At this stage the researcher went directly to the field to interview seventh grade junior high school students in the Padang Ganting sub-district, in this interview the researcher would conduct interviews repeatedly for the validity of the data in this research (see appendix 3). After conducting interviews, the two researchers will write down the interview transcripts that have been carried out (see appendix 2 and 3). Likewise with the interviews that will be conducted next.

5. Analyzing the data

At this stage, the researcher will analyze data on student difficulties in learning speaking of seventh grade at SMPN 2 Padang Ganting. Then the researcher conducts data condensation and makes a data display for the research that the researcher is doing.

6. Interpreting and drawing conclusion

In this stage, the researcher will draw conclusions about the difficulties experienced by seventh grade junior high school students in learning speaking from the data that has been obtained previously.

After concluding the researcher was made a research report. The researcher was asked the informants what solutions they do when they have difficulty in speaking English delivered by the teacher in class. This data collection technique was used to obtain information from seventh grade students at SMPN 2 Padang Ganting.

G. Checking of Data Trustworthiness

In this research the researcher uses triangulation to get the right information from the informants. Triangulation is one of the techniques used in checking the data trustworthiness in qualitative research. Triangulation is a term used to describe data collecting procedure that combine multiple data collection approaches and existing data sources (Milles, Huberman, 2014)(Milles, Huberman, 2014)(Milles, Huberman, 2014) . In this research, the researcher use triangulation to ensure that the researcher would not lose the information obtained. Triangulation is a method of collecting data by comparing data in different ways. In qualitative research, researchers conduct research using interviews and observation. The researcher conducted interviews twice, for the first interview the researcher asked about the difficulties faced by seventh-grade students in learning speaking material in class and for the second interview, the researcher would ask or reconfirm the first interview that had been conducted previously to check the validity of the data. Reconfirmation is done to determine the validity of the data.(See appendix 3)

H. Technique of Data Analysis

In analyzing qualitative data needs three activities, they are data reduction, data display, conclusion making and verification of the data (Miles &Huberman in Ilahi, 2020: 47). The data of this research was analyzed by three activities :

a. Data Reduction

The reduction of the data is occur during the interview. In other words,when the data is collected, the phase of continuing of reduction is occurring such as making conclusion, codification, investigation of the theme, grouping, and writes the memorandum (Miles & Huberman in Ilahi, 2020: 48).

In reducing data, the researcher will conduct several activities. First she made the interview transcription. Then, provide the code transcription for each informant as follows: I.1, I.2, I.3, I.4, and I.5

Related to the problems such as: P.1 for opinion 1, P.2 for opinion 2, and so on. (See appendix 4)

b. Data Display

The second steps flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. The researcher will display data in tabular form to find out and show what are the difficulties faced in speaking English.(see appendix 5)

c. Drawing and Verifying Conclusions

After condensation and displaying data, the final step is to make conclusion drawing and verification. In this activity, the researcher will make conclusions and verify data by concluding the difficulties in Speaking English who face by the seventh grade student in SMPN 2 Padang Ganting.(see appendix 6)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

Based data analysis, the researcher found the student difficulties in learning speaking. The difficulties who faced by student when learning speaking include : 1) Fell Shy , 2) Forget the word, 3) Difficult to pronounce, 4) Afraid to say wrong, 5) Lack of vocabulary, 6) Difficult to understand Grammar, 7) Difficult to formulated idea.

The following is an explanation of the interviews conducted by researchers with informants who discussed Students' difficulties in learning speaking. The difficulties faced by students are as follows:

1) **Feel Shy**

Learning speaking is learning where on average all materials are practiced in class, students are required to try speaking English starting from the basics such as how to introduce themselves to classmates, describe people, mention the names of objects in and other materials. However, this activity is not an easy thing for class VII students, some students have difficulty in practicing English in class because when they try to say something in English their classmates will laugh at them, so students feel embarrassed so that it makes students difficult to understand learning speaking. The difficulties faced by these students can be seen in informant 1 (I-1), Informant 2 (I -2), Informant 3 (I-3), Informant 4 (I-4), Informant 5 (I-5) and informant 6 (I-6). The interview result was :

I-1 : *Malu kak*

I-2 : *Malu pas eeee. Pas pas tampil kedepan.*

(**Feelling embrassed** when eee. When perform in front of the class

- I-3 : *Malu di golak an kawan buk*
(**Embarrassed** to be laughed at by friends)
- I-4 : *Malu digalakan dek kawan-kawan , tu tulisan e danpenguapan e berbeda buk.*
(**Embarrassed** to be laughed at by friends, different writing and pronunciation miss)
- I-5 : *Malu awak dek e buk*
(I am **feeling embarrassed** miss)
- I-6 : *Iyo kadang aa ado malu malu e buk kalo menyampaikan kata-kata tu buk*
(Sometimes im **feeling embarrassed** when saying a word miss)

Based on the results of interviews with 6 informants, the same problem was found, namely feeling embarrassed. Students tend to feel embarrassed when asked to speak in English. The shame is because students are often laughed at by classmates when trying to speak in English. Students' common difficulties are they not confident, limited fluency and limited vocabulary (Chen, 2009). Based on this theory, it can be seen that if someone has low self-confidence, it can lead to embarrassment when speaking in English.

2) Forget the word

Based on the interviews that have been conducted with the informants, The researcher asks what are the difficulties faced when speaking English? The researcher found the students' difficulties which can be seen in the informants I-1 and I2. The interview result was :

- I-1 : *Pas di depan urang tu lupo kak*
(When in front of people, **forget** sis)
- I-2 : *.....tu pas MM lah tau yang ka dikecekn tapi pas didepan lupo kak*
(....., so when MM already know what will say but when came in off the class **Forgot** sis)

Of the 6 informants, there are 2 informants who have the same problem, namely forgetting words. Students sometimes forget what they want to convey in English when the teacher asks students to come to the front of the class.

3) **Difficult to pronounce**

After conducting interviews with the seventh grade informants of SMPN 2 Padang Ganting, the researcher asks what are the difficulties faced when learning speaking?. The reseracher found the difficulties faced by the informants (I-2), (I-5), (I-6). The explanation of the difficulty is as follows.

I-2 : F : *Oo jadi sulit untuk diucapkan gitu?*
(*Oo, so its difficult to pronounce?*)

Iya kak
(*yes sis*)

I-5 : *Payah aa wak nyobuik an e tu buk*
(*hard tu pronounce it miss*)

I-6 : *Sulit dalam mengucapkan , dalam mengucapkan pastinya kita merasa sulit apalagi kalau kita tidak paham dengan kata yang kita ucapkan.*
(*It's difficult to say, in pronounce it, of course, we find it difficult, especially if we don't understand the words we say*)

Based on the results of the interviews above, it can be interpreted that seventh grade students have difficulty speaking in English because seventh grade students find English difficult to pronounce, very different from the mother tongue which is always used in everyday life. So it can be concluded that the difficulty of pronouncing words in English is one of the problems that make students always find it difficult when speaking English.

4) **Afraid to say wrong**

Researchers have conducted interviews with informants 3 (I-3). The researcher asked about the difficulties faced by the students when speaking in English and the researcher found the difficulties

experienced by the seventh graders in speaking English. The result of the interview was:

- F : *tu?*
(and then?)
I-3 : ***Tu salah mangecek e buk***
(**to say wrong, miss**)

Based on the results of interviews with informants, researchers found one problem, namely students' difficulties because they were afraid to say the wrong thing. This triggers students can not speak English and do not want to try to learn to speak in English. After the interview, it can be seen that the meaning of being afraid to say the wrong thing is the fear of students if they say something wrong, students will be laughed at by classmates and blamed by the teacher.

5) **Lack of vocabulary**

The researcher conducted interviews with informant 6 (I-6). Peneliti menanyakan terkait kesulitan apa saja yang dihadapi siswa ketika bicara bahasa inggris dan peneliti menemukan satu kesulitan yang dihadapi siswa. The result of interview was:

- F : , *apo lai WA?*
(what more WA)
I-6 : ***Kesulitan memahami kosa kata buk***
(**Difficult to understand vocabulary miss**)

Based on the results of the interviews above, it can be concluded that students' difficulties in speaking in English are caused by lack of vocabulary. Vocabulary is a very important thing to be mastered and owned by someone if they want to be fluent and able to speak in English. Students' common difficulties are they not confident, limited fluency and limited vocabulary (Chen, 2009).

6) Difficult to understand Grammar

The researcher conducted interviews with informants 6 (I-6). The researcher conducted interviews with informants and asked about the difficulties faced by students in speaking English. The result of interview was:

F : *Nah ado ndak masalah WA yang lain atau sulit baa gitu a?*

(So, Wa still have any difficulties)

I-6 : *Kesulitan dalam memahami grammar e tu buk*

(Difficult to understand grammar miss)

Based on the results of interviews between researchers and informants, it was found that one of the students' difficulties in speaking English was difficulty in understanding grammar, grammar is an important subject for arranging words so that there is no misunderstanding between speakers and listeners. Students must learn more about English grammar so that they can speak English fluently (Celce-murcia, 2001). Therefore, students must learn more about grammar so that they can be fluent in English.

7) Difficult to formulate idea

The researcher conducted interviews with informants 6 (I-6). Interviews with informants were conducted by asking students what difficulties they had in speaking English. The result of the interview was:

F : *Apo se kesulitan WA?*

(What are the difficulties WA?)

I-6 : *Kesulitan dalam menyampaikan tu buk*

(Difficult to convey it miss)

Based on the results of the interviews found difficulties faced by students when speaking English. The difficulty is the difficulty of students in gathering ideas that will be conveyed by students, this makes it difficult for students to speak English.

B. Discussion

In this discussion, researchers examined students' difficulties in learning speaking of seventh grade of SMPN 2 Padang Ganting. Based on the results of the study, there were 7 difficulties faced by seventh-grade students at SMPN 2 Padang Ganting in speaking English. The difficulties are 1) Fell Shy , 2) Forget the word, 3) Difficult to pronounce, 4) Afraid to say wrong, 5) Lack of vocabulary, 6) Difficult to understand Grammar, 7) Difficult to formulated idea

The first difficulty is the difficulty of feel shy. The meaning of this problem is that students find it difficult to speak in English because they are influenced by shame, when students feel embarrassed students are afraid of being wrong and affect their confidence when they want to spe ak in English. Students' common difficulties are they did not confident, limited fluency and limited vocabulary(Chen, 2009).

The second difficulty is forget the word, The meaning of this difficulty is that students have difficulty learning speaking because they often forget the words to convey so when carrying out speaking exams, students tend not to remember a single word in English.

The Third difficulty is Difficult to pronoun. The meaning of this problem is the difficulty faced by students in learning speaking, namely the difficulty in pronouncing. The pronunciation of English with the mother tongue used by students in everyday life is certainly different. Because of that, students have difficulty in pronouncing words in English.

The fourth difficulty is afraid to say wrong. The probems means that students are less active in class because students find it difficult to learn speaking, if students are asked by the teacher to speak in English students feel afraid to say the wrong word, so that fear makes these students find it difficult to learn speaking.

The fifth difficulty is Lack of vocabulary. The meaning of this problem is that students find it difficult to learn speaking because it is difficult to understand vocabulary, where vocabulary is the first capital that must be owned if students

want to learn speaking easily. Students' common difficulties are they did not confident, limited fluency and limited vocabulary(Chen, 2009).

The Sixth difficulty is difficult to understand grammar. The meaning of this problem is that students find it difficult to learn speaking because of the difficulty of combining or arranging words in the correct English rules. grammar become difficult because learners do not learn structures one in a time. They have no idea if they think too long about grammar when they make good sentences. Students must learn more about English grammar so that they can speak English fluently (celce-murcia, 2001).

The Seventh difficulty is difficult to formulated idea. The meaning of this problem is that students find it difficult to learn speaking because if students want to speak English, students feel hampered because of difficulties in conveying something in English.

From the explanation above the researcher found new difficulties.The difficulties is Difficult to pronounce, afraid to say wrong, and hard to formulated the idea.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data display, the researcher can conclude that there are 9 students' difficulties in learning speaking of seventh grade students' of SMPN 2 Padang Ganting . They were as follows: 1) Fell Shy , 2) Forget the word, , 3) Difficult to pronounce, 4) Afraid to say wrong, 5) Difficult to understand vocabulary, 6) Difficult to understand Grammar, 7) Difficult to Formulated Idea.

B. Suggestion

1. Student

Based on the result of this research, the researcher hopes that this research can be used by the students as a references to improve all the difficulties experiences by students in speaking english and can improve the difficulties faced when speaking in English.

2. Teacher

Based on the results of the study, researchers hope that teachers can find new methods and media that make students more interested in learning English and also teachers can find out what factors affect students' difficulties in speaking in English.

3. Researcher

Based on the research findings, the researcher hopes that this research can be used as a reference and guide for the researchers themselves as prospective English teachers.

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