SPEAKING PROBLEMS ENCOUNTERED BY THE INTERMEDIATE LEVEL STUDENTS AT MR. BOB ENGLISH COURSE AT KAMPUNG INGGRIS PARE KEDIRI

SKRIPSI

Presented as a Requirement for Conducting Skripsi of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By:

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ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERTISY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Approved by the Advisors to be proposed to

The English Education Examination Committee of

University of Nusantara PGRI Kediri.

Kediri, 09th June 2020

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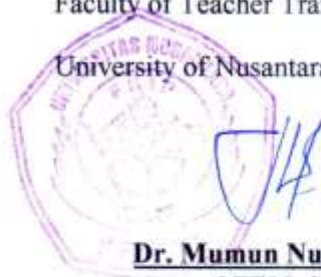Kediri, 09th June 2020

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1. This Skripsi was never submitted to any institute of higher education for any academic degree
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Signed by,

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MOTTO AND DEDICATION

"We Do, We Know and We Get"

DEDICATION:

- To my mother and The late My father (Suhadijah, Ridin) and to my sister and my brother (Maghfiroh, M.Irfan and Syaifulrahman) thanks that you have done for me, God blesses you all.

- The Almighty God, Allah SWT who blesses me.

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- To my lovely friends (Arif, Uswah, Eko and Ismail) who always complete me.

- The last but not least thanks to his friends at English Departement, especially in Awasome class that cannot be mentioned one by one, who always give the writer meaningful advices, motivations, supports, prayers and many more.

ABSTRACT

Luthfi Hakim: speaking problems encountered by the intermediate level students at mr.bob english course at kampung inggris pare kediri

Keyword: *speaking, speaking problems*

Speaking is one of four major skills that must be acquired by students. By speaking we can get the information from other people which happens in daily life. However, there are many difficulties faced by the foreign learners. They must consider the appropriate words, the grammar for different occasions and the pronunciation. They have to speak fluently while thinking the correct grammar. To solve student's difficulties in speaking English, the teacher must have methods in teaching to fulfil successful speaking activity. Based on statements above, it is clear that difficulties in speaking English are still encountered by some students.

Therefore, this study was designed to find out student's difficulties in speaking English they used to overcome. The researcher took Ur's theory to be analysed, they are; inhabitation, nothing to say, low or uneven participant, and mother tongue use. And to make successful speaking activity in class, the teacher must have strategies to overcome student's problems. This study also designed to know teacher's strategies to solve student's problems in speaking based on the research finding. The right strategies lead into goals. Every teacher must have their own strategies to solve their students' problems.

To achieve the objectives of the study, the writer conducted descriptive qualitative method. The experiment was held through questionnare and interview guide. The population of the study was Intermediate Level's Students at Mr. Bob English Course in Pare English Village. The total number was 20 students. In the solving problem , the writer carried out an experimental study using formula in percentage data.

Based on the results of quisioner about student's speaking problems entountered by Intermediate class at Mr. Bob English course, the researcher conclude that 10% students never, 55% students seldom, and 35% students often face inhibition, 25% students never, 55% students seldom, and 20% students often face nothing to say, 10% students never, 65% students seldom, and 25% students face low or uneven participation, and the last 7.5% students never, 47.7% students seldom, and 45% students often face the use of mother tongue in speaking secondary language.

Based on the results of the interview with the teacher of intermediate class at Mr. Bob English Course about how to solve the speaking problems based on the quisioner, the researcher concluded that to solve 'inhibition' are building self-confidence and make grouping activity, to solve 'nothing to say' are providing familiar topic and rephrase what the students have said, to solve low and uneven participation are providing interesting teaching and learning activities, and the last to solve 'the use of mother tongue' is creating exposure of English by setting English speaking area, asking the students to listen to the English songs and to watch English movies, speeches, conference, etc

In coclusion, it can be said that there was difficulties in speaking English encountered by students in Intermediate Class at Mr. Bob English Course in Kampung Inggris Pare. In this case the writer would like to give some suggestions, they are: the teacher should use teaching

technique in teaching speaking that can help the students to be active speaking and train their ability.

ACKNOWLEDGEMENT

8. All of the researcher's friends who help to finish this skripsi. Thanks for the time.

      The researcher knows that this skripsi still has many mistakes. Thus, he needs any critics, advises, and suggestions from all readers finally, he hopes that this skripsi will be useful for every reader.

Kediri, 09th June 2020

Luthfi Hakim
13.1.01.08.0142

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CHAPTER 1

INTRODUCTION

This chapter discusses about; a.) background of the study, b.) statement of problem, c.) objective of the study, d.) significance of the study, e.) the scope of the study, f.) definition of key terms.

A. BACKGROUND OF THE STUDY

Speaking is the delivery of language through the mouth. To speak, we make sounds using parts of body, including the tongue, vocal chords, vocal tract, lungs, lips and teeth. Speaking is one of four skills that must be acquired by students. It is important for daily life, example for explaining something, asking for help, complaining to other, introducing Indonesia to foreign by using English, etc. Speaking English fluently also important for school debate competition and making conversation with foreign as the tool of commerce. According to David Nunan, "Speaking is an important part of a foreign language, is measured by the skill to use it on a conversation in that language." (1991 : 39)

There are some elements of speaking which must have by students in order to get the goal of speaking as communicative competence. Harmer (2001:269) said that the speech elements ability are; expressive devices, connected speech, grammar and lexis, and negotiation of language.

To master speaking English, the foreign learners have to find ways to practice that they can do by their own. Such as; using voice to text method, talk at a friend, voice − record speaking, video speaking, call − and − response, sing along, using google translate, shadowing, voice journalling, the mimic method or glossika.

According to Kayi (2006), teaching speaking is to teach English second language learners to: 1. Use the language quickly and confidently with few unnatural pauses which is called as fluency 2. Use language as a means of expressing judgments and values. 3. Select appropriate words and sentences according to the proper social setting, situation, audience and subject. 4. Organize their thoughts in a meaningful and logical sequence. 5. Use word and sentence stress, intonation patterns and the rhythm of the second language. 6. Produce the English speech sounds.

However, there are many difficulties faced by the foreign learners. They must consider the appropriate words, the grammar for different occasions and the pronunciation. They have to speak fluently while thinking the correct grammar (Pinter, 2006, as cited in Sudjasmara, 2013).

Zhang (2009) stated that speaking is difficult skill to master for the English foreign language students, and they are still incompetent in interacting orally in English. Students usually feel difficult when they asked to speak English. There are many aspects that makes students get the difficulty when they speaking in English language, such as, limited number of vocabularies, feeling worry of other responses, using first language rather than English, having troubles to pronounce some words, and less confidence in speaking English (Yastutik, 2007). Saputro (2008, as cited in Sudjasmara, 2013) stated that other factors regarding this issue, the students were nervous and lacked linguistic supports. But among those factors, Brown (2001) said that the main obstacle of difficulty in speaking is anxiety. The students often produce wrong and incomprehensible speech whenever they are nervous. Consequently, students may tend to be passive and less practice in the class which lead to poor speaking skills. The other factors that becomes student's problems in speaking English are less in motivation to learn speaking English, they feel afraid to make a mistake when they speak English and there is no speaking habit from the teacher. They may understand

what other people say in English but conveying their ideas in English may be still difficult for them.

To solve students' difficulties in speaking English, the teacher must be have methods in teaching to fullfil successful speaking activity. The characteristics of successful speaking activity according to Ur (1996:120): (1) Learners talk more. As much as possible the teachers should allocate more time and opportunities for students to talk; (2) Participation is even. This means that classroom discussions are not dominated by a minority of talkative students, but every student has a chance to speak; (3) High in motivation. Students are enthusiast to speak because they are interested from topic and got something new to talk about; (4) Acceptable language level. Students are able to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Based on statements above, it is clear that difficulties in speaking English are still encountered by some students (English language learners in this case). Therefore, this study was designed to find out students' difficulties in speaking English they used to overcome. The researcher took Ur's theory to be analysed, they are nothing to say, inhibition, mother tongue use, and low or uneven participant. And to make successful speaking activity in class, the teacher must have strategies to overcome student's problems. This study also designed to know teacher's strategies to solve students' problems in speaking based on the research finding. The right strategies lead into goals. Every teacher must have their own strategies to solve their students' problems.

The previous studies that discuss about students' problems in speaking is a research entitled *Students' Difficulties in Speaking English and Their Strategies to Overcome the*

Difficulties (Pramuditha, 2015) and *The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko* (Nadzirotunnuha,2017).

This study was conducted at Mr. Bob English Course in Pare English Village. For the reasons, the writer very interested took research in Pare English Village because this place is extremely viral. This place is being visited by hundreds or even thousands of people every single month from all over Indonesia and even neighbouring countries such as Malaysia, Singapore, Timor Leste, and Thailand only for studying English. The researcher took Mr. Bob English Course, because Mr. Bob has well known for good programs and strategies in teaching speaking for beginners. It also has motto "Spesialis Terapi Ngomong Bahasa Inggris+Pendongkrak PD". It challenged researcher to find out the problems faced by Mr. Bob's students who are studying English especially in speaking.

Based on the explanation above, the reseacher conducts the research entitled Speaking Problems Encountered by The Intermediate Level Students at Mr. Bob English Course at Kampung Inggris Pare Kediri.

B. STATEMENTS OF PROBLEM

1. What are the student's problems in speaking encountered by the intermediate level students at Mr. Bob English Course?
2. What the strategies used by teachers to solve the students' problems in speaking encountered by the intermediate level students at Mr. Bob English Course?

C. OBJECTIVE OF STUDY

1. To describe problems in speaking encountered by the intermediate level students at Mr. Bob English Course

2. To describe what the teacher's strategies did to solve the student's speaking problems encountered by the intermediate level students at Mr.Bob English Course.

D. SIGNIFICANCE OF THE STUDY

This research is useful either theoretically and practically. The significance of this research as follows:

1. Theoretically The writer expects this study able to contribute an understanding the reader's knowledge about the student's problems in speaking English. Hence, the result of this study is expected to help learners knowing the kind of difficulties in speaking so they can understand what should they do to solve it.

2. Practically

2.1 For the teacher, the writer hopes the research able to be used as reference about students' problems on speaking English. Besides that, the teacher able to know what should the teacher do to solve the student's problems on speaking skill. Finally, teaching and learning speaking skill can be improved and can improve the students speaking ability.

2.2 For students, the writer hopes the research able to give advantages. They can solve their difficulties by the teacher guidance and by their motivation themselves. Finally, they can improve their speaking ability in English language.

This thesis focuses on analyze the student's problems on speaking skill and what the teacher should do to solve the student's problems on speaking skill. The limitation of this research, the researcher focusses on the kind of speaking problems according to Ur (1996), that are; inhibition, nothing to say, low or uneven participation and mother-tongue use. The second is analyzes what the teacher do to solve the students' problem that focused on the speaking problems.

E. SCOPE OF THE STUDY

The scope of the study is very useful for the researcher to avoid broad discussion and determine the problems that will be analysed. The scope of study will be devided into three parts:

1. Scope of time: The study was carried out and applied in 25 periods (25 December 2018 -10 January 2019)

2. Scope of place: The study was applied and carried out in Mr. Bob English Course in Pare Kampung Inggris Jawa Timur.

3. Scope of Subject: The study will deal and discuss "Problems in Speaking Encountered by The Intermediate Level Student In Mr. Bob English Course & Why do those problems occur?"

F. DEFINITION OF KEY TERMS

To avoid misunderstanding in reading this study, the researcher should give the definition of some key terms:

1. Speaking: speaking is the ability to pronounce articulated sounds of the words to express, and for learners, spoken language is a new medium that must be passed which a new language is encountered, practiced, learnt, and understood.

2. Speaking problem: something difficult in interactive process of constructing meaning includes producing, processing, and receiving information.

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