

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter will be discuss about finding of the researcher. The finding presents about what the researcher got during the study besed on the research that is used by the researcher. This result, the data in this research were Seventh Grade In Smp Negeri 1 Pamekasan 2021-2022. The researcher disuse about Students difficulties in learning of speaking skill.

#### **A. Findings**

In this research, the researcher explained about the background of the school, the location of the school and profile of the school.

The researcher do investigated after gave the latter of permission to investigated and principal of the school gave permission. The background of the school divided into two categories, they are (a) The profile of SMP Negeri 1 Pamekasan, whereas data in result and discussion are result of observation, test, and documentation about the Analysis Of Students Difficulties In Learning Of Speaking Skill For Seventh Grade in SMP Negeri 1 Pamekasan 2021-2022.

And the categories explained as follow:

### **1. School profile**

|                                 |                            |
|---------------------------------|----------------------------|
| Name of School                  | : SMP NEGERI 1             |
| PAMEKASAN NPSN                  | : 20527180                 |
| Educational Level               | : Junior High              |
| School Status                   | : State                    |
| School Address                  | : Jl. RA Abd. Aziz No. 125 |
| RT / RW                         | : 0 / 0                    |
| Postal Code                     | : 69317                    |
| Village                         | : Jungcangcang             |
| District                        | : Kec. Pamekasan           |
| Regency/City                    | : Kab. Pamekasan           |
| Province                        | : Prop. East Java          |
| Date of Decree of Establishment | : 1943-06-04               |
| Ownership Status                | : Central Government       |
| Special Needs Served            | : None                     |
| Land Area Owned (m2)            | : 15000                    |
| Non Owned Land Area (m2)        | : 0                        |
| Telephone Number                | : 324322588                |

Fax Number : 324323117

Email : [smpn01pamekasan@yahoo.co.id](mailto:smpn01pamekasan@yahoo.co.id)/[smpn01pamekasan@gmail.com](mailto:smpn01pamekasan@gmail.com)

Website : <http://www.smpn1-pamekasan.sch. En>

Accreditation : A

## **2. School Vision, Mission and Goals**

### **a. Mission**

- a) Improving student achievement in both academic and non-academic fields.
- b) Implementing CTL Learning, and PAKEM (Active, Creative, Effective, Fun Learning).
- c) To create educators and education personnel who have personality and are able to complete their duties well.
- d) Availability of relevant and useful educational facilities.
- e) Carry out habituation activities to read the Qur'an, dhuha prayer and dhuhur prayer in congregation to increase faith and piety.
- f) Implement school-based management which is demonstrated by independence, partnership, participation and openness.
- g) Strive to raise education funds through school committees and the community.
- h) Carry out an objective and authentic assessment.
- i) Implement optimal counseling guidance.

- j) Realizing a healthy and clean culture based on the environment.
- k) Realizing the UKS function by forming a small doctor.
- l) Develop adiwiyata program in schools.
- m) The realization of organic and inorganic waste management programs
- n) Preserving and utilizing biodiversity in the school environment<sup>1</sup>

**b. Vission**

- a) Excellence in Quality of Education Armed with Faith and Taqwa and Cultured Environment.<sup>2</sup>

**c. School Goals**

- a) Improving the appreciation and practice of Islamic teachings, so that a civil school community can be realized to support and succeed the Pamekasan Regency Government program, the movement for the development of Islamic law (Gerbang Salam).
- b) Forming, fostering, and developing capable and skilled written and reading works of poetry to excel at the district level.
- c) Forming, fostering, and developing students' skills in organization and society through LDK, PMR, Scouts and KIR.

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<sup>1</sup> <https://www.smpn1-pamekasan.sch.id/post/read/2/visi-misi.html>

<sup>2</sup> Ibid

### **3. The student's difficulties in learning of speaking skill at SMPN 1 Pamekasan**

Learning difficulties are a problem experienced by students in learning activities.

In this study, the researcher tell the finding difficulties of learning to speak English.

And analyzes the factors that influence learning to speak English. In this section, the researcher conducted interviews with English teachers, students, and school principals at SMP 1 Negeri Pamekasan.

When the researcher made direct interview to the seventh grade of SMP 1 Negeri Pamekasan, on October 3, 2022, the researcher observed and found some learning difficulties experienced by students in the classroom, such as difficulty pronouncing English vocabulary. After learning is complete. Researchers conducted interviews with teachers and some students, to find out the truth about what was found during observation.

Munawwir said that “Usually students in seventh grade, most of them have difficulty in pronouncing English vocabulary, this is a factor that interferes with the course of learning activities, and English speaking activities for seventh grade students”.<sup>3</sup>

Moh Nasir said that “Actually students want to speak English well, but because many students know how to speak their words, so the students are lazy to learn, and in the mastery of the seventh-graders' speeches also sorry less, that's also in control of the English learning activities in seventh grade”.<sup>4</sup>

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<sup>3</sup> Munawwir, wawan cara langsung. Guru kelas, 03 oktober, 2022

<sup>4</sup> Moh Nasir, wawan cara langsung. Guru kelas, 03, oktober. 2022

Jihan said that “Actually I want to learn to speak English, I like to speak English, but I am confused about how to speak, I also memorize a few vocabulary and also many do not know how to pronounce it”.<sup>5</sup>

Yunis said that “I was confused about the way English was spoken, because writing and reading were so much different, that it made me confused, confused, and lazy to learn English”.<sup>6</sup>

Munawwir said that “It is true, there are still many students who feel ashamed and do not dare to give their opinion when using English, this is one of the factors that cause students' learning difficulties in this seventh grade, many students are active when using Indonesian, but when using English, learning activities become passive”.<sup>7</sup>

Moh Nasir said that “Often when learning grammar, many students only focus on listening, no one asks, this is caused by the lack of courage for students to express their opinions using English. This is a challenge for me to change the students' courage for the better, so that learning English can be more active”.<sup>8</sup>

Rizal Wijaya said that “Actually there are many things I don't understand and I want to ask the teacher when learning English, but I feel ashamed to speak English, I don't dare to do it, so I just listen”.<sup>9</sup>

Fahrul Rossi said that “I'm afraid and embarrassed to ask in English, I don't dare to do that right, actually I want to ask, I have prepared the sentence, but when I want to talk I don't dare to do it”.<sup>10</sup>

After conducting interviews with the principal and teaching teachers, and several seventh grade students, the researchers conducted direct observations, to ensure the truth of the results of the interviews.

When learning begins, the researcher observes the teacher who delivers the learning material, and also observes the students who are listening to the explanation from a teacher.

The researcher found some students' difficulties when learning English, when a teacher

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<sup>5</sup> Jihan nurhalisa, wawancara langsung, siswa kelas 7, 03 oktober, 2022

<sup>6</sup> Yunis, wawancara langsung, siswa kelas 7, 03 oktober, 2022

<sup>7</sup> Munawwir, wawan cara langsung. Guru kelas, 03 oktober, 2022

<sup>8</sup> Moh Nasir, wawan cara langsung. Guru kelas, 03 oktober, 2022

<sup>9</sup> Rizal Wijaya, wawan cara langsung, Murid Kelas 7, 03 oktober, 2022

<sup>10</sup> Fahrul Rossi, wawan cara langsung, Murid Kelas 7, 03 oktober, 2022

asked one of the students to speak in English. The student feels embarrassed and does not have the confidence to express his opinion. And besides that, the researcher also found that some students also had difficulty learning English, namely, the lack of vocabulary possessed by students, so that when practicing it they were still not fluent. And the researchers also found that at the end of learning English in seventh grade, they also experienced difficulties in learning English, namely, difficulties in pronouncing English vocabulary, so that students did not feel ashamed and did not want to speak English.

From the results of direct interview and observation with teachers, and some seventh grade students, to find out the truth about the researchers' findings about learning difficulties, which are influenced by the inability to pronounce English vocabulary. some teachers confirmed that one of the difficulties in learning English is the way of pronouncing vocabulary that is not the same as the writing, this makes students in seventh grade feel ashamed because they are wrong in pronunciation, so that children's enthusiasm for learning decreases in learning English. The same opinion was given by one of the seventh grade students, that the learning difficulties experienced were how to pronounce English vocabulary, which was considered difficult and not the same as the writing, it affected the learning of English in the seventh grade of SMP 1 Negeri Pamekasan.

It can be concluded that courage is one of the factors in English learning activities that occur in seventh grade of SMP 1 Negeri Pamekasan, many students are not active in learning, only focus on listening, because students do not have the courage to communicate with the teacher/classmate using English. It interferes with activities/difficulties in English learning. From a valid direct interview and observation conducted to some seventh-grade students, it can be concluded that many students actually don't understand learning, and

want to ask, but the students still don't dare to say it, which is one of the difficulties of English learning in seventh-grade high school in the state of Pamekasan.

#### **4. The factors of Students difficulties in learning of speaking skill at SMPN 1 Pamekasan.**

In this section, the researcher describes the factors that cause difficulty speaking English in seventh grade students of SMP Negeri 1 Pamekasan in the 2021/2022 academic year. Researchers took data through observations in class and interviews with class teachers and several seventh grade students. The things that are examined include the readiness of the teacher to carry out learning activities. Implementation of learning activities to students, obstacles experienced by teachers in the learning process in students' speaking skills in English, teacher efforts to encourage students in speaking skills. The difficulties experienced by students when learning English. The subjects used by the researchers in this study were seventh grade students of SMP Negeri 1 Pamekasan.

When the researchers conducted direct interview and observations, the researchers found that the difficulties experienced by students in learning English activities, students were still few in mastering English vocabulary, this was what made students embarrassed and reduced students' enthusiasm for learning.



Researchers conducted interviews with teachers and school principals to find out the truth about the results of observations carried out in the classroom on 03, October, 2022.

Munawwir said that. “English vocabulary is very much needed for students who are learning English, because with vocabulary students will be able to express or state what they understand, and also to speak English requires vocabulary”<sup>11</sup>

Munawwir said that. “Cognitive influence on children also affects students' understanding. Because students who have a high level of intelligence will find it easier to understand learning, especially learning English.”<sup>12</sup>

Achmad Wildan said that. “There are several factors that affect learning, especially when learning to speak English, one of which is the cognitive factor. Students who have good cognitive skills will be better in the learning process.”<sup>13</sup>

Achmad Wildan said that. “Actually, there are many seventh grade students who like and are happy with learning English, but because of the influence of their friends' environment, there are fewer students who like English. Like when there are students who speak English, other students will laugh at him. This is what makes the enthusiasm in learning English decrease.”<sup>14</sup>

Qurrotul Aini said that “Actually I want to speak English in class, but I don't really understand what the teacher explains, I've tried to focus on learning, and I've been reading at home. but I still don't understand when learning English, really what you said, maybe I'm influenced by cognitive factors, so I find it difficult to understand learning”.<sup>15</sup>

Moh Nasir said that “Actually students when learning English, some are enthusiastic and some are not enthusiastic in learning activities, so that makes students have learning difficulties, students who are not enthusiastic and don't like English learning activities will affect other students, so that things that the teacher must complete before starting learning activities.”<sup>16</sup>

Indah said that “In my opinion, English vocabulary is very important, because with a lot of mastering English vocabulary, and being able to pronounce it correctly, I will no longer be ashamed to speak English in front of the class, but I am still having trouble pronouncing English vocabulary, and also still a little mastery of English vocabulary”.

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<sup>11</sup> Munawwir, direct interview. English teacher, 03 October, 2022

<sup>12</sup> Moh Nasir, direct interview. English teacher, 03 October, 2022

<sup>13</sup> Achmad Wildan, direct interview. Students class 7, 03 October, 2022

<sup>14</sup> Wildan. direct interview. English teacher, 03 October, 2022

<sup>15</sup> Qurrotul Aini, direct interview. Students class 7, 03 October, 2022

<sup>16</sup> Moh Nasir, direct interview, teacher, 03 October, 2022

Sarip Hiadayatullah said that “Actually, I wanted to learn English once, but my friend asked me to keep talking, so I didn’t focus on learning English. and I was also embarrassed when a student spoke embarrassing English, because the pose I had was still small, which is why I was no longer excited to learn English.”<sup>18</sup>

After conducting interviews with the principal and teaching teachers, and several seventh grade students, the researchers conducted direct observations, to ensure the truth of the results of the interviews.

When the researcher came to school at 06:50 WIB. The class had not yet started because learning at SMP 1 Negeri Pamekasan started at 07:00 WIB. After arriving at 07:00 all students were in their respective places, and the teaching teacher and researchers entered the classroom. The teaching teacher sits in front, while the researcher sits in the back, the teaching teacher opens the lesson by reading a prayer together, after that the teaching teacher asks all students to open the textbook, and gives 5 minutes for students to read the material to be studied, after Then the teacher began to explain the learning material. The researcher found that there were some students who found it difficult to understand the material explained by the teacher, the researchers found that by looking at the relaxed sitting style they tended to not care about the explanation from a teacher in front, and felt bored and talked to themselves in the back. Which makes the researcher believe that the student has a problem in him. Researchers suspect that they believe that these students are influenced by cognitive factors, which make it difficult for them to understand learning, unlike others.

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<sup>17</sup> Indah, direct interview. Students class 7, 03 October, 2022

<sup>18</sup> Sarip Hiadayatullah, direct interview, Student class 7, 03, October,2022

The researcher also found several factors that made seventh graders at SMP 1 Pamekasan State. Feeling difficulties in learning, when the researchers observed the ongoing learning, many students who were focused on learning English were talked to by their friends next to them, and there were also factors who felt it was difficult to learn English because of cognitive factors, many students were already serious in learning English. learning, but still can't understand English learning, and researchers also found some students who are influenced by external factors, namely, environmental factors that are less supportive of learning English, there are students who have a high enthusiasm for learning but because of environmental factors that are less support for learning English.

From the results of observations and interview in class and interviews with students and English teachers. One of the factors in English learning activities that occur in seventh grade of SMP 1 Negeri Pamekasan, many students are not active in learning, only focus on listening, because students do not have the courage to communicate with the teacher/classmate using English. It interferes with activities/difficulties in learning English. It can be concluded that seventh grade students at SMP 1 Negeri Pamekasan, have different difficulties in learning English, this can be influenced by cognitive factors and student environmental factors, such as the classmate factor that has a serious influence on students in learning English activities, and there are also those who are serious in learning English but because of the weak IQ possessed by students, this makes learning difficult in English. The enthusiasm of students in learning English is also influenced by the factor of their own classmates. Where it makes the enthusiasm of students who like to learn English decreases.

## **B. DISCUSSION OF FINDING**

In this part, the researcher discussed all of the data that had written above the data that was found by the researcher conduct the researcher. The researcher present discussion based on the research focus. The researcher would like to analysis the the student's difficulties in learning of speaking skill at SMPN 1 Pamekasan and. are the factors of students difficulties in learning of speaking skill at SMPN 1 Pamekasan

1. The student's difficulties in learning of speaking skill at SMPN 1 Pamekasan

Learning difficulties are a problem experienced by students in learning activities. In this study, the researcher discussed the difficulties of learning to speak English. And analyzes the factors that influence learning to speak English. In this discussion, the researcher conducted interviews with English teachers and school principals at SMP 1 Negeri Pamekasan.

In English learning activities, how to pronounce English vocabulary is one of the factors of difficulty in learning English for students. As students learning English, fluency in pronunciation is closely related to their speaking and listening skills because it is clearly the basis for active communication. When students have to communicate, it cannot be separated from pronunciation. Student involvement is unavoidable because it is a personal learning process to improve and become fluent in pronunciation.<sup>19</sup> In accordance with the results of observations made by researchers, that one of the difficulties in learning English for seventh graders of SMP 1 Negeri Pamekasan is the way of pronouncing English vocabulary, this is in accordance with one opinion which

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<sup>19</sup> Blanche, *Using Dictations to Teach Pronunciation*. Modern English Teacher, (2004).

states that. In the beginning, there are several reasons why it is difficult to pronounce English words correctly. First, some sounds in English may not be in Indonesian, or Indonesians may get confused in their pronunciation.<sup>20</sup>

In English learning activities, pronunciation is the main factor in communicating in English, a student who wants to speak English must master and understand how to pronounce the English vocabulary, because if students cannot know how to pronounce it, then the student will not be able to communicate or understand the English language learning.

In addition, the learning difficulties experienced are differentiating the lack of mentality/courage to speak English, in seventh grade students, many students feel ashamed to speak in front of the class, and that has always been an obstacle in learning English, courage is something that is very important to do communication and all the things that will be done, Courage is also an important factor for children who excel. A brave child will always participate in various activities; willing to take on roles and responsibilities. Not scared. Dare to face challenges. The ability and potential of intelligence and all its aspects will develop and increase rapidly in brave children.<sup>21</sup>

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<sup>20</sup> Hamalik, Umar. *Metodologi Belajar dan Kesulitan-kesulitan Belajar*. Jakarta: Tarsito. (1983)

<sup>21</sup> Ita Widyawati, *Analisis kesulitan belajar siswa pada mata pelajaran bahasa inggris kelas VIII di SMPN 1 Sawahan Madium*, (Universitas Dua Belas Maret, 2012)

It can be concluded that in addition to the difficulties mentioned earlier, seventh graders at SMP 1 Negeri Pamekasan, also have difficulty learning English in the courage to speak English, either in front of the class, or talking to their friends. this is one of the obstacles for learning activities, because courage is the main key for students to appreciate all their thoughts, students who do not have the courage to speak in front of the class using English, will still not be able to speak English, even though he already memorized it. English vocabulary.

2. The factors of student's difficulties in learning of speaking skill at SMPN 1 Pamekasan

In this discussion, researchers will discuss the factors that influence seventh grade students in learning at SMP 1 Negeri Pamekasan. In accordance with what he explained above, that every learning problem must have a factor or cause why students experience difficulties in learning to speak English. In the discussion of the second point, the research researcher also conducted interviews with the vice principal and English teaching. Difficulty in learning is a condition when students experience obstacles in participating in the teaching and learning process so as to achieve learning outcomes that are not optimal.<sup>22</sup> Students' difficulties in learning are disorders that can hinder student learning progress and can also lead to failure of student achievement.

Causes of learning difficulties can be classified into two groups, namely internal factors and external factors.

a. Internal factors (factors from within humans themselves) which include:

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<sup>22</sup> Hamalik, Umar. *Metodologi Belajar dan Kesulitan-kesulitan Belajar*. Jakarta: Tarsito. (1983)

- a) Physiological factors Physiological factors that can cause learning difficulties in students such as the condition of students who are sick, unhealthy, weakness or disability and so on.
  - b) Psychological factors Students' psychological factors that can cause learning difficulties include generally low levels of intelligence, low talent for subjects, lack of interest in learning, low motivation, and poor mental health conditions.
- b. External factors (factors from outside humans) include:
- a) Non-social factors. Non-social factors that can cause learning difficulties in students can be in the form of learning equipment or learning media that are not good or, even incomplete, the condition of the study room or building that is not suitable, a curriculum that is very difficult to describe by teachers and mastered by students, implementation time undisciplined learning process, and so on.<sup>23</sup>
  - b) Social factors. Social factors that can also cause problems for students such as family factors, school factors, playmates, and the wider community environment. Another social factor that can cause learning difficulties in students is the teacher factor.

After knowing the opinions of several experts regarding the factors that cause students to have difficulty in learning, we can conclude that in general there are two factors that cause students to have difficulties in learning, namely internal and external factors.

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<sup>23</sup> Abu Ahmadi & Supriyono Widodo. Psikologi Belajar. (Jakarta: PT Rineka, 2004). Hlm.23

Internal factors are caused from within the student himself while external factors come from outside the student, such as from the family, school, community, and also from the circle of friends. These two factors make it difficult for students to learn in this case it is difficult to accept, understand and also apply the knowledge that is taught to them. These difficulties will also result in students getting low learning achievements and may even fail to pass the established achievement standards.