

**STUDENTS' PROBLEM IN LEARNING SPEAKING ENGLISH AT
THE TWELFTH GRADE OF INDUSTRIAL CLASS OF SMK PGRI 2
PALEMBANG**

THESIS

By

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**UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM**

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GRADE OF INDUSTRIAL CLASS OF SMK PGRI 2 PALEMBANG

THESIS

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Students Problem in Learning Speaking English at the Twelfth Grade of Industrial Class of SMK PGRI 2 Palembang, beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Yang menyatakan,



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Motto and Dedication

Motto

- **Continue to stand even though you are sick because Allah SWT is with the good thoughts of his servant.**

Dedication:

This this Dedicated to:

- **My beloved parents, who never stop helping and giving support both materially and morally, always pray for my success.**
- **My greatest advisors Dian Septarini, S.Pd., M.Pd, and Asti Gumartifa, S.Pd., M.Pd. who always helped in writing this thesis with a lot of advices and inputs. Thanks for your patience in guidance for me.**
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- **All my lectures especially in English study program.**
- **All my teachers at SMK PGRI 2 Palembang.**
- **All my friends and the company leaders where I work.**
- **All of my beloved friends in English Department 2020.**

ABSTRACT

Bayu, Dirga, 2024. Students' Problem in Learning Speaking English at the Twelfth Grade of Industrial Class of SMK PGRI 2 Palembang. Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (I) Asti Gumartifa, S.Pd., M.Pd., and Advisor (II) Dian Septarini, S.Pd., M.Pd.

Keywords: Students' Problems, Students' Perception

This study investigates students' English language teaching and speaking skills in an industrial class at SMK PGRI 2 Palembang. The research used a descriptive analysis with a qualitative approach, with 33 students and 1 English teacher as participants. The results showed that 70% of students felt afraid of making mistakes, 49% felt anxious, 50% shy, and 39% less confident. External factors included low motivation, the use of their mother tongue, lack of parental attention, and learning media. The research also found that students often face a lack of English lessons due to their vocational high school occupation. To address these issues, teachers can build motivation, encourage students to take English courses, and provide guidance on learning English in the industrial world.

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"In the Name of Allah the Most Gracious and the Most Merciful"

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The researcher realizes that this thesis is really far from being perfect. There are still many mistakes and lack that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice. The researcher hopes that this thesis will be useful for the university and other researchers in the future.

Palembang, April 2024

The Researcher,

DB

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CHAPTER I

INTRODUCTION

This chapter presents (A) Background of the Research, (B) Formulation of the Research, (C) Objectives of the Research, (D) The Significance of the Research.

A. Background of the Research

This era of growing globalization, communication skills are becoming increasingly important, especially in Indonesia, which has competitive potential in various sectors such as tourism and public services. One of the main requirements is to have good communication skills, especially English, therefore the younger generation needs to have proficient foreign language skills. Vocational high schools are one of the sectors that were highlighted because graduates from these vocational high schools are prepared and expected to be able to enter the workforce when they graduate. To this vocational high school are prepared to be able to go directly into the world of work when they graduate later (Marna, 2022).

Compared to high school students in several Southeast Asian countries, Indonesia is still lagging in English language acquisition (Hidayat, 2018). This lag is due to many factors. One of them is the lack of interest and the assumption that English is a difficult subject to learn, especially in speaking skills.

According to EF Head of Academic Affairs David Bish (2022), the English language proficiency of the Indonesian people is still considered to be in a low category. The ability to communicate in English, which is increasingly needed, has not been well developed through education in schools. English improvement is triggered when entering the world of work.

Based on the English proficiency index report conducted by Education First (EF) on around 2.1 million people with an average age of 25 years from 111 countries, Indonesia ranks 81st. The proficiency categories are divided into very high, high, moderate, low, and very low. The Netherlands came first, then Singapore, Austria, Norway, Denmark, Belgium, Sweden, Finland, Portugal and Germany. In Europe, the average index was 558, Asia 500, followed by Latin

America, Africa, and the Middle East. Indonesia scored 469, ranking 81st out of 111 countries or level B1 when referring to the general European frame of reference.

This result puts Indonesia still in the low category, but it has almost caught up with Japan, which is in the 80th position. English proficiency in Indonesia is a generation gap. For people who are at school age from high school to college level, their English proficiency is lost when compared to those who have entered the workforce. This improvement in English proficiency begins to occur in the age group of 26-30 years.

The process of learning English as a foreign language in Indonesia until now, it remains a scourge for most students in Indonesia. Based on research conducted by the Christian University of Indonesia from Tambunsaribu, and Galingging (2021), primary data from 400 respondents who filled out questionnaires and also provided statements in the interview process. The results show that English subject matter is still fairly difficult to learn by students starting from the most difficult level including; Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%). The respondents informed that the teachers or instructors have a huge influence on their ability to master learning English. The internal factors that are the main cause of the problem are that they think English is confusing (77%), They don't like English lessons (15%), and students say that English is not important (8%). The percentage results in the form of numbers that have been carried out by several experts show that the low level of student's English language skills in Indonesia, especially for speaking skills, is still relatively low.

In learning English, there are at least four language skills that students must learn. The four skills are listening, speaking, reading, and writing. All of these skills cannot be separated from one another. Among the four skills, speaking is one of the most important skills and is the main focus in learning English. According to Tarigan (2015) speaking can be said to be one of the four language skills that grow along with the development of students, and begin with listening skills.

Referring to the four language skills, speaking is considered as one of the most basic and difficult skills for students to understand because it is the main skill taught in schools. In classroom learning, students are given knowledge about good speaking skills, and the teacher must be able to provide materials, methods, assessments and create a pleasant learning environment. This is so that students could be active and interested in learning English, instead of making them afraid. Teacher could also motivate students and direction in learning English better so that there is no bad assumption from students that English is a difficult subject. According to Kustanti (2016), Learning is an interaction that occurs between teachers and students to establish good social interactions so that the process of delivering knowledge can be conveyed properly.

In English language learning, there are many problems faced by students, especially in the development of English language skills. Pronunciation is one of the problems that students often face in speaking skills. Pronunciation is one part of speaking skill that can be directly analyzed and known. When students start speaking in English, teachers can immediately identify the students' pronunciation and accuracy of word choice. Three basic elements in mastering English play an important role in the English learning process and become the main obstacles for students when learning, so it is always an obstacle to learning English, such as pronunciation, vocabulary, and grammar (language structure). These obstacles make less than optimal student learning outcomes (Megawati, 2016).

Language is one of the means of communication that has elements that build both local languages, national languages, and international languages. English is one of the international languages. Many countries use English as a daily language, therefore most people in the world use English to communicate with people from other countries making English one of the international languages. Communicate with people from other countries which makes English one of the international languages. According to Devianty (2017), Language is a media to communicate with fellow members of society in the form of sound symbols created by the human voice.

SMK PGRI 2 Palembang is one of the schools that has many achievements both graduates and student input, the diversity of achievements that are owned makes each class have different learning applications and problems, especially industrial classes. The learning process followed by SMK students includes various subjects, one of which is English, English subjects held at school are generally difficult to understand. Many students think that English lessons are difficult and boring. So when learning English many do not pay attention to the teacher explanation. English lessons are not of interest to students, because students think that English lessons are too difficult so students become less interested and finally only a few students pay attention. In the teaching and learning process, teacher do not use a variety of teaching methods that can attract students' interest in learning and do not allocate enough time to convey learning objectives which only focus on reading and doing questions.

Interviews conducted with several students of class XII SMK PGRI 2 Palembang said that during the learning process of English subject in the classroom, the students paid less attention to the teacher explanation, the students only saw the teacher who was talking but the students did not understand the material presented by the teacher and the learning process was only based on printed books so that it made the students feel bored because it did not use varied method and media so that it made the learning environment passive and did not create interaction between teachers and students.

Moreover, it is based on the researcher observation and experiences when conducting observation at the vocational high school (SMK). From these observation, the researcher found many problems with students English language skills, especially speaking. Students are still afraid when asked to speak to introduce themselves in front of the class. Therefore, the researcher wants to know what are the problems related to English learning and how the teacher handles the problem.

Based on the above background, the researcher would like to conduct a study on the problems and alternative solutions in learning English to students with the title *Students' Problem in Learning Speaking English at The Eleventh Grade of Industrial Class of SMK PGRI 2 Palembang*.

B. Formulation of the Research.

Based on the background, the researcher formulated the problems as follows:

1. What are students' problems in speaking English language learning?
2. What are the solutions to the students' problems in speaking English language learning?

C. Objectives of the Research.

The objectives of this research are as follows:

1. To find out students' problems in speaking English language learning.
2. To find out the solution to the students' problems in speaking English language learning.

D. Significant of the Research.

The study has expected to make some contributions:

1. Students

Students will evaluate themselves after they know their existing ability to learn to speak English as well as the problems, then improve their ability to speak English.

2. Teachers

Teachers can find out students' problems in learning to speak English, and teachers can use better learning strategies to improve students' learning ability.

3. Schools

Schools can plan programs that will be a means and support for improving student achievement at school as a solution to students' problems speaking English.

4. Other reseachers

Other researcher can develop this research to be even better and become a source of research references.