

**THE LEVEL OF PERCENTIAGE OF STUDENTS DIFFICULTIES IN  
LEARNING ENGLISH AT THE SEVENTH GRADE OF  
SMPN 4 BANJARMASIN**

Suci Ramadhini<sup>1</sup>, Neneng Islamiah<sup>2</sup>, Nurhasanah<sup>3</sup>

Islamic University Kalimantan Muhammad Arsyad Al Banjari<sup>1</sup>

Islamic University Kalimantan Muhammad Arsyad Al Banjari<sup>2</sup>

Islamic University Kalimantan Muhammad Arsyad Al Banjari<sup>3</sup>

***ABSTRACT***

Language is a rule governed innate system and that those who have acquired a natural language apply its rule in original and creative ways by producing utterances they have never heard before. It means learning language is not only learning about theory, but also how to practice it in the real communication, as the function of language. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.. In this research, the researcher uses descriptive research with qualitative approach. Ideal role of teacher in teaching and learning process is organizing classroom to be interactive classroom. Good communication between teacher and students shows indicator of the teaching success. The use of group work or pair work can give students chance to speak with their pair or group. Nunan states, to improve students speaking skill, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. Teacher should not lose out on opportunities to integrate the use of these two skills in the class. Actually, in the speaking activities, there is integrating of the use of speaking skill and listening skill.

***Keyword:*** *Language, Speaking, Teaching*

## INTRODUCTION

English as a formal subject is given to junior high school (SMP) level, which the goal of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills and the mastery of the productive skills, within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school students. It means that the student be able to know the conversation in socialization with their friends in school and know what their friends speak about. So the students have to hear carefully in their conversation. In speaking skill, according to Brown speaker will look by people as a good speaker in foreign language if the speaker can to speak in other language fluently and can be understood.

As a native speaker who learn about foreign language will be difficult if the native speaker not always speak in English especially. In Junior high school generally, this common is not conducted. The students during their lesson in learning English have to speak or express their conversation in English, like ask a question and asking or giving something. Moreover, the target of speaking itself stated by Fachurazy in Bambang and Shirly is to make the students be able to express their mind and idea in English spontaneously.

In KTSP curriculum, the competence standard of reading at junior high school is understand functional written text and simple short essay in the form of descriptive and recount related to around environment. It means that the student be able to read the condition

according by the text had they read in the book about the description about around environment and the student be able to understand about what they read. The last is writing skill. Hadfield and Hadfield state why writing skills is the most difficult skills to be mastered.

In learning English skills, we knew that also learn about English component. Firstly is Grammar. Grammar is something that can be considered as a rule structure in language. Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

In place of "words", he could, for more specify, has said "morphemes", but for the moment just remember that the component of words are indeed as part of grammar. Grammar tells us how to construct the sentences. Grammar used in every skill on English language. It means that vocabulary is completely important part to be expert in learning certain language including English.

This is because in using language to express idea and communicate with one another, someone uses words. Harmer said that users of the language must know how to say a word that is how to pronounce it. In speaking skill, the speaker had to pay attention in using grammar, choosing vocabulary, and how to say that using good pronunciation. In reading skill, the reader had to know the meaning of the vocabulary used on the text, knowing the grammar used on the text, and read the text with good pronunciation.

In listening skill, the listeners had to listen carefully. Because if the listeners don't know

the grammar used in the sound, they will get wrong information. This research is concerned with the student's difficulties in learning English skills. The significance of this research is to know the students' difficulties in mastery of vocabulary, pronunciation, and grammar that are always used in every skill in English.

Research on student difficulties in learning English skills is very important for teachers as a reference and knowing their students' difficulties in learning English and the teacher could be applying some methods to solve the student's difficulties in learning English skills. From here, students will get the solution for their problems. English skill is an important thing in basic when learning English and the most skill that is used in daily activity. The researcher will conduct this research on the eighth grader at junior high school Teluk Tiram district, SMPN 4 Banjarmasin school year 2019/2020 city.

At this district, there are two junior high schools. The researcher hopes from the research that will be conducted in that school will give good results in improving student ability in their school. Especially to solve the problems and students' difficulties in learning English skills in each school. Based on the explanation above, the researcher wanted to know the students' difficulties in learning English skills.

" Thus, the writer conducted a research entitled "The Survey of The Students' Difficulties in Learning English Skill at SMPN 4 Banjarmasin school year 2019/2020.

## **METHOD**

The research design used in this research is descriptive quantitative research, and Hadi (1994: 3) stated that in here just

describing the situation or condition of the object/phenomenon without a view to take some conclusions generally. Prasetyo and Jannah (2008: 42) stated that descriptive research does to give detail image about phenomenon. Suryabrata (2008:75) stated the aim of descriptive research is to make systematical description, factual, and accurate about fact and the characteristic of population.

Based on the definition and descriptions above, the researcher conducted descriptive research to know the phenomenon and fact of the students' difficulties in learning English skill with collect and accumulate the basic data in description way. It means to make description about the difficulties of learning English skill at junior high school so this research is emphasize on trying to find out the students' difficulties in learning English skill.

## **FINDINGS AND DISCUSSION**

In this section the researcher would like to describe the data which got from research. Meanwhile, the researcher will answer the research problem.

In item 1 there are 5% of sample who always got difficulties in reading a text. In item 1 there are 19% of respondents always got difficulties to speak in English fluently. 57% of respondents often got difficulties to speak in English fluently. 24% of respondents sometimes got difficulties to speak in English fluently. 1% of respondents never got difficulties in choosing the vocabulary. In item 2 there are 4% of respondents got difficulties in arranging the sentence when they wrote a text. 37% of respondents often got difficulties in arranging the sentence when they wrote a text.

Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

In learning writing, the bigger percentages showed 44% of

respondents difficult in choose the vocabulary. So, the students always open dictionary to know the word and they also didn't know the meaning of the word. Thirdly, because linguistics difficult.

## **CLOSING**

### *Conclusion*

Base on the research have been conducted by researcher, all of student still difficult in learning English skill. From the data that gotten by conducting research, showed there difficulties by students. learning reading skill the students face difficulties firstly 62% of respondents difficult in translate each word in a text.

Fifthly 50% of respondents difficult in summarize and retell the text have they read. Sixthly, 50% difficult in read each word or sentence in English. Seventh, 49% of respondents difficult in determine the topic sentence in the text. Secondly, 76 of respondents difficult to speak English fluently. Thirdly, 60% of respondents difficult in imitate a word or sentence have spoke by people or teacher. Fourthly, 50% of respondents in answer a question in English. Fifthly, 48% of respondents difficult in arranged sentence would like to speak.

## **BIBLIOGRAPHY**

- Arifin, Zaenal. 2012. Common Grammatical Errors In Writing Made By XI IPS Grade Students of MAN Kunir Blitar. Tulungagung: STAIN Tulungagung.
- Arikunto, Suharsimi. Prosedur Penelitian; Suatu Pendekatam Praktik, Jakarta ,PT Rineka Cipta, 2010
- Brown, H. Douglas. 1994. Principles of Language Learning and Teaching. California: Longman
- Brown,H. Douglas. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition. California: Longman
- Bull, Victoria. 2008. Oxford Learner's Pocket Dictionary. New York: Oxford University Press
- Clark, Eve. 2003. First language acquisition. United Kingdom: Cambridge University Press
- Collin COBUILD dictionary on CD ROM 2006
- Creswell, John W. 2008. Educational Research: Planing, Conducting, Evaluating Quantitative and Qualitative Research, -3rd. New Jersey: Pearson Education Inc.
- Ernest R, Hilgrad and Gordon H. Bower. 1981. Theories of Learning. London: Prentice Hall International
- Hadfield, Jill & Charles Hadfield. 2008. Oxford Basic: Introduction to Teaching English. New York: Oxford University Press
- Hadi, Sutrisno. 1994. Metodologi Research: Untuk Penelitian Paper Skripsi Thesis dan Disertasi. Yogyakarta: Yayasan Penelitian Psikologi UGM
- Hamalik, Oemar. 1995. Kurikulum dan Pembelajaran. Jakarta: Bumi Kasara
- Harmer, Jeremy. 1998. How to Teach English: An Introduction to the Practice of English Language Teaching. Malaysia: Addison Wesley Longman Ltd.
- 2007. The Practice of English Language

- Teaching Forth Edition.  
England: Pearson  
Education Ltd.
- Komsiyah, Indah. 2012. Belajar  
dan Pembelajaran.  
Yogyakarta: Teras
- Langan, John. 2005. College  
Writing Skill With  
Readings. New York: Mc  
Graw Hill.
- Mulyasa. E. 2011. Kurikulum  
Tingkat Satuan  
Pendidikan: Sebuah  
Panduan Praktis.  
Bandung. PT Remaja  
Rosdakarya Offset
- Narbuko, Cholid dan Abu  
Achmadi. 2010. Metode  
Penelitian. Jakarta: PT  
Bumi Aksara
- Ngazizah, Aminatun. 2010.  
Grammatical Error in the  
Report Writing of The  
Eleventh Grade of  
Science 3 Class at MAN  
Tulungagung.  
Tulungagung: STAIN  
Tulungagung.
- Nunan, D. 2003. Practical English  
Language Teaching. New  
York: The McGraw-Hill  
Companies.
- Nunan, David, ed. 1999. Second  
Language Teaching and  
Learning. Boston: Heinle  
& Heinle Publishers.
- Prasetyo, Bambang dan Lina  
Miftahul Jannah. 2008.  
Metode Penelitian  
Kuantitatif. Jakarta: PT  
Rajagrafindo Persada,
- Raimes, A. 1983. Teaching  
Writing. Oxford: Oxford  
University Press.
- Schwartz, Ana Maria. 1998.  
Strategies for Developing  
Listening Skills, in  
Modules for the  
professional preparation  
of teaching assistants in  
foreign languages (Grace  
Stovall Burkart, ed.;  
Washington, DC: Center  
for Applied Linguistics,  
1998),  
<http://www.nclrc.org/essentials/listening/stratlisten.html>, accessed  
on December 29 th,2012.
- Sugiono. 2012. Metode Penelitian  
Kuantitatif Kualitatif dan  
R&D. Bandung: Alfabeta
- Suprpto, Teknik Smpling; Untuk  
Survey &  
Eksperimen, Jakarta, PT  
Rineka Cipta, 2007
- Suyanto, Kasihani K.E. 2007.  
English for Young  
Learners: melejitkan  
potensi anak melalui  
english class yang fun,  
asyik, dan menarik.  
Jakarta: Bumi Aksara.
- Syah, Muhibbin, 2005. Psikologi  
Pendidikan. Bandung:  
Remaja Rosdakarya,