



**THE STUDENTS`DIFFICULTIES IN USING VOCABULARY AND
PRONUNCIATION FOR SPOKEN COMMUNICATION IN
ENGLISH**

**The Case at the Eleventh Grade of Senior High School 2 Kesatrian,
Semarang**

A THESIS

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of Master Degree in English Language Education**

by

Salah AbobakrAlmabrukShahat

0203514084

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APPROVAL SHEET

This thesis entitled “**THE STUDENTS`DIFFICULTIES IN USING
VOCABULARY AND PRONUNCIATION FOR SPOKEN
COMMUNICATION IN ENGLISH**” by

Name: Salah Abobaker Almabrok Shahat

Student`s Number: 0203514084

Study Program: English Education

Has been examined and defended before the Board of Examiners of Graduate Program of Semarang State University on February 12, 2016

Board of Examiners

Chairman

Secretary

Prof.Dr. Achmad Samet, M.Si.

Dr. Januarius Mujiyanto,

M.Hum

NIP. 196105241986011001

NIP. 1953121319833031002

First Examiner

Second Examiner

Drs. Ahmed Sofwan, M.A., Ph.D

Prof. Dr. Dwi Rukmini, M.Pd.

NIP. 196204271989011001

NIP 19510415197603200

Third Examiner

Dr. DwiAnggani LB, M.Pd

NIP. 195901141989012001

MOTTO & DEDICATION

“Be Strong You Never Know Who You Are Inspiring”

To my beloved parents

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Salah Abobaker Almabrok Shahat

NIM.0203514084

ABSTRACT

Salah Abobaker Almabruk Shahat. (2015). *The Students` Difficultiesin Using Vocabularyand Pronunciation for Spoken Communicationin English*. Thesis, English Education Study program, Graduate Program of Semarang State University of Semarang. Advisors: (1) Dr. Dwi Anggani Linggar Bharati M.Pd. (2) Prof. Dr. Dwi Rukimini, M.Pd.

Key words: oral communication, vocabulary and pronunciation.

The aims of this study are to describe the causes of eleventh gradestudents' vocabulary and pronunciation for oral communication and to describeeleventh grade students'oral communication difficulties related to pronunciation and to describe the system made by the teachers and for guiding the students to learn pronunciation and vocabulary in the classroom.

Five students were selected randomly from all of the students from the same grade participated in the study. Two English teachers in Semarang city selected randomly to contribute to the study and two instruments used in this study, which are, interview and observation check list for the students and interview for the teachers.

Four out of five students are largely failing in communicating in English spoken difficulties encontered by the students identified with pronunciation and vocabularies there are many explanations behind student's weakness in spoken.

The major problems they encountered with pronouncing the word as it is, the word meaning and its usage in certain situation. Although the students encountered problems during the interactions, they attempted to achieve their communications goals through practicing and hard working in the classroom. The researcher recommended media as films for improving pronunciation, gaining new words, and giving an extra time after the class over in teaching pronunciation and vocabulary.

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CHAPTER I

INTRODUCTION

People live in the world of communication. One of the most popular languages in the world is English. It is very popular among people in every country, and so is our country – Indonesia. English becomes popular because English is a medium of communication for people in some developing countries and becomes an international language. Communication defined as the activity or process of expressing ideas and feelings or of giving people information. The global trend of internationalization, the ability to communicate in English needed as an essential skill. English becomes a compulsory subject in schools, and English courses are spread everywhere in this country to make people master it.

In Indonesia, English learned as a foreign language. Foreign language is a language that is not a native language in a country. Learning a different language is sometimes difficult as the non-native language has different elements by comparing it to the native language. These differences make the students make difficulties. Among the four skills: listening, speaking, reading and writing in the English language, Speaking often becomes the icon of students' success in learning the language, but also at the same time, it is a crucial skill for the graduate students to learn. Speaking another language may be difficult for foreign language learners because the target language not exposed as much as possible and the chance to use targeting language is sometimes limited.

1.1 Background of the Study

Language is a system for the expression of meaning. The primary functions of language are for interaction and communication. English is the world language, where the English used as a means of communication with foreigners who come from various parts of the world and become the largest language to learn in the world. The reason of why it is such a need to learn because it is a language of trade, education, and technology; where people live with these three in daily life. Communication according to Mansor, Ramli and Shawaluddin (in *Journal of educators and education*, 2009), is a process of an idea, values, attitudes and so on is transferred from an individual to others. Communications categorized into two, namely spoken communication (verbal), and non-verbal communication. Verbal communication involves the interaction process or idea, verbally from one individual to another individual. The important role that is spoken English plays in the process of learning English as a foreign language is obvious. If one speaks incorrectly, he or she cannot communicate well with others. This might further develop a misunderstanding between the speaker and the listener.

There are some facts that state that English is crucial, according to Keith (2003), 400 million of first language speakers. 2), 700 quadrillion speakers of a second or foreign language. 3), Over 80% of the information stored in the world's computers is in English. 4), More than half the world's scientific journals are in English. Moreover, 5), it is the main language on the internet, films, songs, and so on.

This shows English as the language of instruction is essential so that the various countries have come to realize that English is a skill that is useful to the nation in the future. Here, they develop English through the existing school curriculum. English has become important lessons in schools from kindergartens to universities. In Senior High school, English is taught as a compulsory subject in Indonesia. It is also included for National Examination. Students are expected to master this subject to be able to pass the national examination. However, mastering English, especially for Indonesian students is not easy for English is not their first or second language, but still make English as a foreign language.

English ability Indonesian people are still low, as proposed by Aziz (2006), that is the level of bilingualism's of Indonesian in the English language are still low, and it follows the development of Indonesian English Likely confronted with Difficulties.

In addition Hadi (2006), said that in Indonesia, the teaching of English as carried out a language for years, but with are relative an unsatisfactory result. Another thing is also said by Arwijati (2002), that many Indonesian people studied English as a foreign language for years, but they still make, mistakes in speaking and writing.

Speaking is one of the four language skills. Speaking has a function to express feeling, opinion, ideas, and emotion. Speaking is the main skill in communication. English to communicate one another, we often use it verbally or speaking, then the other skills. Brown (2004), defines speaking as a productive skill that can be

directly and empirically observed, Reviews those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills, the necessarily compromises the reliability and validity of a spoken production test. Speaking is an activity involving two or more people in the participants are both the listeners and the speakers having to act what they listen and make-Reviews their contribution at high speed.

In addition, related to speak ability, Tarigan (1997), states that speaking ability is a skill to communicate a speech pronunciation or to speak a talk for expressing an idea and a message. Lado (1989), points out that speaking ability described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It cans determine that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a message or ideas.

The policy of the Minister of National Education Regulation Number twenty-three of 2006 on Graduates Competency Standards for Primary and Secondary Education Unit. Standard Competency Education Unit (SKLSP), stipulates that the ability to own by Indonesian students be inclusive of Speech, which express the meaning verbally in interpersonal and transnational discourse very simple as instructions and information in the context of the classroom, school, and neighborhood (Dikdasmen, 2004),. Many students have not been able to use and apply English effectively in everyday communication both verbally and in writing. Communication, here, is a process of interaction between teachers and

pupils, pupils, and students in conveying information and messages that may be new information, comments, questions or feedback on the answers.

According to information from the English teachers *SMA Kesatrian 2*, most of the Reviews their students still get the difficulties in English for communication. The student's speaking ability is the lack of practicing English in their classroom despite the school as a bilingual system. The acquisition and use of English as a communication tool correctly and smoothly is not always satisfactory. There are still several pupils are always free to speak in English. Similarly, when they have to answer questioning from the teacher and express their ideas by using English in the classroom. Even though English has taught for several years, but we cannot be proud of the result yet.

Lie (2007), said even though English officially taught throughout secondary schools and at the university level in Indonesia, in this foreign language competence between high school and university graduates is generally low. Kusmiyanti (in the Bulletin Immersion, 2008), said also that the student's ability to communicate in English both orally and in writing and in passive and active is very low in the School. Many students still find problems in understanding spoken and written texts Hand (2009), Lie (2007), also said, In spite of the many years of English instruction in formal schooling, the outcome has not been satisfied and very few high school graduates are able to communicate intelligibly in English.

Ability to speak English class *VII A SMPN 1 Cimahi* from year to year is still low. This showed by expressing ideas verbally in English often stopped in the

middle of the conversation. The average duration of the speech, under five minutes, using a very limited vocabulary, lack the courage to start speaking in English both to the teacher and to classmates, the transactional interpersonal and functional shows these students simply answered on the principle idea only, less able to develop an answer even asked in English. In short, the answer given students are not showing the limitations of the idea, but rather on the ability to speak English are still low as stated by Suganda, (2007).

Based on the analysis of the data it found that many of the students, about 69%, said that English is a difficult subject, and almost all of them, about 94%, said that they find problems in learning English. Furthermore, the students have problems with all the English language skills. In addition, it found that many of the students were not enthusiastic in learning English. Almost of all the students were reluctant to ask questions when they did not understand what the teacher had already explained. Many of the students were not Actively Involved in the discussion when the teacher was talking about certain topics that they would learn. In addition, it found these students had problems in learning to speak as well. It confirmed by the fact that 31 or 89% admitted having problems as stated by Thalal, (2010).

Another study also says that learning is able to speak in English if students who achieve more than 60 % KKM. In fact, only 20 % of students who can speak English. This was evident on English language learning in class X SMA Negeri 2 Bangko the ability to speak. From some tests and performance that has made eighty percentage of the thirty-nine students are still not able to speak well.

Risma, (2012). Concern Research (2013), The process of learning English in SMPIT Nur Hidayah Surakarta class VII C showed as many as 30 % have difficulty associated with the ability to speak. The average values of the student's speaking ability is 61, 8 KKM is far below the 6.7.

Table 1.1
The Students' Speaking Problems

Problems in Speaking	Students who experienced the problems	
	Students	Percentage
Problems with self-confidence	22	63%
Problems with stress	21	60%
Problems with intonation	18	51%
Problems in logic	15	43%

English skill, especially speaking ability needs to support by elements of other languages, namely; Vocabulary and Pronunciation in accordance with the theme as a means of achievement of objectives. Lado (1989), says that other components are generally recognized in the analysis of the speech process. They are a), Pronunciation (Including the segmental features-vowels and consonant and the stress and intonation / pattern), b), Vocabulary.

1.2 Reasons for Choosing the Topic

The background of the study chosen because of the following reasons:

- 1) The expected results of this study can solve eleventh grade students in spoken communication problems or speaking.
- 2) Among the four skills, students face difficulties of spoken communication.
- 3) I get reinforcement and guidance for conducting this research in the field.
- 4) I observed that most eleventh-grade student lacks the skills of the features of spoken communication.
- 5) The outcomes of this research expected to improve eleventh-grade student spoken communication skill.
- 6) These researchers expected to provide some recommendations based on the research result for both: students and teachers.

1.3 ProblemsStatement

The main problem of this study is to investigate eleventh-grade students' problems in the spoken communication field in *SMA 2 Kesatrian*, Semarang. This study suggests that eleventh-grade student has many problems related to speak communication, especially in using pronunciation and vocabulary.

The research questions are as the following:

- 1) What difficulties do the students have in using pronunciation for spoken communication?
- 2) What difficulties do the students have in using vocabulary for spoken communication?
- 3) What are the student's efforts to overcome the difficulties in pronunciation?

- 4) What are the student's efforts to overcome the difficulties with vocabulary?
- 5) What is the teacher's role in helping the students to cope with these difficulties?

1.4 Objectives of the Study

The aims of this study are:

- 1) To describe the causes of eleventh grade students pronunciation for spoken communication.
- 2) To describe the causes of eleventh grade students vocabulary for spoken communication.
- 3) To describe eleventh grade students spoken communication difficulties that were related to pronunciation.
- 4) To describe eleventh grade students spoken communication difficulties that were related to vocabulary.
- 5) To describe the framework made by the teachers and for guiding the students to learn pronunciation and vocabulary in the classroom.

1.5 Significance of the Study

The significance of this study can view from theoretical, practicable and pedagogical aspects as described below:

- 1) Theoretically, it expected that this research could use as emphasis to determine an approach to improve the students' ability to speak perfectly.

- 2) Practically, this research expected to give positive input to the English learner in the learning of spoken communication skills. Based on this research, the English teachers are able to choose appropriate teaching approach, especially in teaching vocabulary, and pronunciation.
- 3) Pedagogically, this study gives the contribution for students in English skills, especially in speaking field. The findings of this study expected to give useful insights to eleventh-grade student in order to get a better understanding.

1.6 Scope of the Study

It is necessary to limit the topic of this study in order to avoid the misinterpretation in this research, so the researcher limits the study as follows:

- 1) The research is focused on the describing the difficulties in the use of vocabulary and pronunciation in Formal Settings spoken communication
- 2) The research also describes the failure of the students in spoken communication through vocabulary, and pronunciation

1.7 Definitions of Key Terms

Some key terms used frequently in a study that would be useful to provide their definitions in this chapter. The definitions are mostly the operational definitions; the ones which are based on the context of this study. The operational definition also usually defined as a functional definition.

Spoken Communication

Brown (2000), defines spoken communication as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of a spoken production test.

Lado (1989), points out that spoken communication ability described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can concluded spoken communication ability is a skill, which is communicating the speech sound for expressing and conveying a message or ideas

Vocabulary

Winner (1989), says that vocabulary is a collective word with a brief explanation of their meaning. Whenever we want to communicate with other people using a language, we should have a mastery of vocabulary related to the topic spoken.

Hornby (in Wiwik Sri Lestari, 2006), Stated that the vocabulary is the number of words that make up a language. In other words, vocabulary can also interpret as; 1), all the words in a particular language, 2), all the words understood or used by humans, and 3), a list of words and their meanings, especially there in a book to learn a foreign language.

Pronunciation

Pronunciation is the act or manner of pronouncing words utterance of speech. In other words, it can also say that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the

production and reception of sounds of speech and the achievement of the meaning as stated by Kristina, (2006).

Kelly, (2000), pronunciation is the act or manner of pronouncing words utterance of Speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, use phonetic symbols. We all use the same organs of speech to produce the sound in a particular way. Overall, pronunciation combined the organ of speech, in the same way, to produce sound when gathering the organ of speech; the speaker should pay attention how to use it on the right rules.

1.8 Outline of Thesis

This thesis consists of five chapters. Chapter one consists of the Background of the Study, Reason for Choosing the Topic, Statment of Problems, Objectives of the Study, Significances of the Study, Scope of the Study, Definitions of Key Terms, and Outline of the Thesis.

The reviews of related literature of the study are prsented in chapter two. They are Previous Studies, Theoretical Reviews, and Theoretical Framework. The first reviews deals with some previous studies related to the present study. The second term covers Natural of Spoken comunication, Pronunciation, and Vocabulary.

Chapetr three presents the Research Methodology. This chapter deals with the Research Design, Subject of the Study, Objectives of the Study, Roles of the Study, Instrments for Obtaning Data, Method of Collecting Data, Method of Analysing Data, and Tringulation.

Chapter four presents Findings and Discussion. This part gives research activity, Analysis and Discussion.

Chapter five presents Conclusion and Suggestions of the Study. In this chapter, the researcher concludes the Findings and gives Suggestion related to the study.