CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding. The purpose of research findings is to answer the research problem in the chapter 1. There are five objectives in this research. The first is to describe the students' difficulties in expression. The second is the students' difficulties in pronunciation. The third is to describe the students' difficulties in grammar. The fourth is to describe the students' difficulties in psychological.The fifth is to describe the students' difficulties in language environment.The data from the field that have been collected are presented based on the observation in classroom and interview with the students. The findings of observationand interview are as follow:

4.1. Students' Difficulties in Expression

4.1.1 Limited Knowledge on Meaning

The students explisitly acknowledge that they don't understand the meaning of an English word.

Data 01

"Saya sulit mengekspresikan ungkapan kecewa Pak. Apa yang harus saya ucapkan itu saya bingung, tidak tahu mau mengucapkan apa."

The student's statement in 01 was included into limited knowledge on meaning because they explisitly acknowledge that they don't understand the meaning of an English word.

Data 02

"Vocabulary nya masih kurang Pak. Makanya, pas disuruh maju, gek ini apa, ini apa, saya ngga tahu juga.

The student's statement in 02 was included into limited knowledge on meaning because they explisitly acknowledge that they don't understand the meaning of an English word.

4.2. Students' Difficulties in Pronunciation

4.2.1 The Problem with the English Vowels

The followings are the vowel sounds which were inaccurately pronounced by the subjects of the research in their presentation. The accuracy was determined with the phonetic transcription provided in The Oxford Advanced Learner''s Dictionary. It is important to note that the phonological environment of the vowel substitution will not be described in each vowel as there must always be only one possible phonological environment; an initial vowel must always be followed by a consonant, a medial vowel must always be preceded and followed by consonants, and a final vowel must always be preceded by a consonant.

4.2.1.1 The Vowel [ɪ]

The sound [ɪ] is produced in the close front area. This means that when the sound [ɪ] is produced, the front part of the tongue is heightened to the roof of the mouth with the lips are slightly spread. However, the front part of the tongue is not heightened as high as possible to the mouth roof. It is slightly pulled down near the quality of the close-mid vowel.

When it came to the sound [ɪ], some of the subjects found it problematic. They did not use and posit their tongue properly for producing the sound [ɪ]. As the result, the sound [ɪ] is changed with other sounds.

The subjects of the research encountered two problems with producing the sound [ɪ]. They were able to produce this sound in the close front area but they did not

slightly pulled down their tongues. When this happened, the vowel sound [i] was produced instead of [ɪ] since the vowel sound [i] is higher than the sound [ɪ]. This means that the sound [ɪ] was substituted with the sound [i].

The following table shows the change of the sound [ɪ] performed by the research subject.

Table 4.1 Problems with the Sound [ɪ]

Word	The Subject Pronunciation	The Correct Pronunciation
Examine	/ɛgˈsæmin/	/ɪgˈzæmɪn/
Perfect	/prɪˈfəː(r)d/	/ˈpəː(r)fɪkt/

Data 03

"*examine*" /ɛgˈsæmain/

The student's pronunciation in 03was included into the vowel [ɪ] error because he was substituted the sound [ɪ] by the sound [i] that is a wrong sound in produced.It is supposed to be /ɪgˈzæmɪn/.

Data 04

Perfect /pərˈfiː(r)d/

The student's pronunciation in 04was included into the vowel [ɪ] error because he was substituted the sound [ɪ] by the sound [i] that is a wrong sound in produced. It is supposed to be /ˈpəː(r)fɪkt/.

4.2.1.2   The Sound [i:]

The sound [i:] is a long close front vowel. It is called a long vowel because it is pronounced a little bit longer than the short vowel. When producing this vowel, the front part of the tongue is raised up to the root of the mouth. The height of the tongue when producing the sound [i:] is higher than that of the sound [ɪ]. The lips are slightly spread when producing the sound [i:].

When dealing with this vowel sound, some of the subjects of the research failed to pronounce it properly. They made two different inaccurate pronunciations of the sound [i:] occurring in the medial position during the research.

Table 4.2 Problemswith the Sound [i:]

Word	The Subject Pronunciation	The Correct Pronunciation
These	/ðez/	/ði:z/
Thesis	/ˈtɛːsis/	/ˈθiːsɪs/

Data 05

These /ðez/

The student's pronunciation in 05was included into the sound **[i:]** error because he was substituted the sound [i] by the sound [e] that is a wrong sound in produced. It is supposed to be /ði:z/.

Data 06

Thesis /ˈtɛːsis/

The student's pronunciation in 06was included into the sound **[i:]** error because he was substituted the sound [i] by the sound [ɛ] that is a wrong sound in produced. It is supposed to be /ði:z/.

4.2.2 The Problem with the English Diphthongs

4.2.2.1   The Diphthong [aɪ]

The diphthong [aɪ] is a closing diphthong. It starts with an open vowel and then glides to a close vowel. In this case, it starts with the open central vowel [a] and then moves to the close front vowel [ɪ]. Dealing with the diphthong [aɪ], some of the research subjects made two kinds of pronunciation errors. It was monophthongized into the monophthong [ɪ] and [ɛ].

The following table shows the diphthong [aɪ] substituted with the monophthongs [ɪ] and [ɛ] by the research subjects.

Table 4.3 Problemswith the sound [aɪ]

Word	The Subject Pronunciation	The Correct Pronunciation
Identify	/ɪˈdɛntɪfaɪ/	/aɪˈdɛntɪfaɪ/
Classified	/ˈklasɪfɛd/	/ˈklasɪfaɪd/

Data 07

Identify /ɪˈdɛntɪfaɪ/

The student's pronunciation in 07 was included into the diphthong [aɪ] error because he was substituted the sound [aɪ] by the sound [ɪ]that is a wrong sound in produced. It is supposed to be /aɪˈdɛntɪfaɪ/.

*Data*08

Classified /ˈklasɪfɛd/

The student's pronunciation in 08was included into the diphthong [aɪ] error because he was substituted the sound [aɪ] by the sound [ɪ]that is a wrong sound in produced. It is supposed to be /ˈklasɪfaɪd/.

4.3. Students' Difficulties in Grammar

4.3.1 Omission

From the research data, it was found that omission was the highest percentage of students' difficulties in grammar made in speaking. Omission is the error which is characterized by the absence of an item that must appear in a well-formed utterance. The errors about the deletion of correct linguistic words, morphemes, and phrases. From the data of students' speaking, the researcher found the common errors such as:

Data 09

"first, second, third, the last".

The students' sentence in 09 was included into omission error because they omitted – ly in the last word; it is supposed to be "firstly, secondly, thirdly, and lastly".

Data 10

"Beside of that, banning of cigarette advertising wouldn't have...".

The students' sentence in 10 was included into omission error because they omitted the in a gerund noun; it is supposed to be "Beside of that, the banning of cigarette advertising wouldn't have...".

Data 11

"...and it is a big problem that need to be solved immediately..."

The students' sentence in 11was included into omission error because they omitted –s in an adjective clause; the sentence must be"...and it is a big problem that needs to be solved immediately...".

Data 12

"...and need food after do their assignment in class"

The students' sentence in 12 was included into omission error because they omitted –

ing in using of gerund in a preposition after; the sentence must be"...and need food after

doing their assignment in class."

Data 13

"...cigarette and advertisement usually performed..".

The students' sentence in 13was included into omission error because they omitted are

in passive sentence which should be attached on the verb performed, and due to the

noun of the sentence were plural; the sentence must be"...cigarette and advertisement

are usually performed...".

Data 14

"Allocate 30% government's money...".

The students' sentence in 14 was included into omission error because they omitted an

article and verb to refer a noun; the sentence must be "The allocation of 30%

government's money...".

4.3.2. Misformation

The second highest percentage of students' difficulties in grammar was

misformation. Misformation comprised the use of the wrong form of the morphemes or

structure. It occured when the learner supplies something although it is incorrect. There

are three types of misformation errors. They are regularization, archi-form, and

alternating.

4.3.2.1 Alternating

From the data research, it was found that the alternating errors was the biggest errors the students made in the category of misformation. It is caused by the learners' vocabulary and grammar development.. The errors such as:

Data 15

"...cigarette advertising can make child or the person under the age try to use cigarette"

The student's sentence in 15 was included into alternating error because he used the word *use* that is a wrong form of the morphemes or structure in that sentence; it is supposed to be "...cigarette advertising can make child or the person under the age try to consume cigarette".

Data 16

"...we will eat at the break time when we are study here..".

The student'ssentence in 16was included into alternating error because he used the word *when* that is a wrong form of the morphemes or structure in that sentence; it is supposed to be"...we will eat at the break time after studying in a class...".

Data 17

"...the food is not satisfaction".

The student'ssentence in 17was included into alternating error because he used the word *satisfaction* that is a wrong form of the morphemes or structure in that sentence; it is supposed to be"…the food does not make us satisfied/full".

Data 18

"...it will be the number of people can not study because lack of schools...".

The student'ssentence in 18 was included into alternating error because he used the word *lack* that is a wrong form of the morphemes or structure in that sentence; it is supposed to be"…it will be the number of people can not study because the limited schools ...".

4.3.2.2   Archi-Form Error

Another subcategory of misformation is archi-form. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. The example of archi-form such as:

Data 19

"...most of gifted students which is...",

The student'ssentence in 19 was included into archi-formerror because he used the word *is* that is a wrong form of a class of forms to represent others in the class; it is supposed to be "...most of gifted students which are...".

Data 20

"From that steps,..".

The student's sentence in 20 was included into archi-formerror because he used the word *that* which is a wrong form of demonstrative pronoun; it is supposed to be "From those steps,..".

Data 21

"...because of there are too much children...".

The student's sentence in 21was included into archi-formerror because he used the word *much* which is a wrong form of countable noun; it is supposed to be"...because of there are too many children...".

Data 22

"...read it carefully and full of consentrating".

The student's sentence in 22was included into archi-form error because he used the word *consentrating* which is a wrong form of noun; it is supposed to be "...read it carefully and full of consentration".

Data 23

"...and they feel worried with their body...".

The student's sentence in 23was included into archi-form error because he used the word *with* which is a wrong form of preposition of worried; it is supposed to be"...and they feel worried of their body...".

4.3.2.3 Regularization Errors

The students also committed another example of misformation which is called regularization errors. Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

Data 24

"...all Indonesian people ever try this food"

The student's sentence in 24 was included into regularization errors because he used the words *ever try* which is a wrong form of present perfect tense; it is supposed to be"...all Indonesian people have tried this food".

Data 25

"In this university we didn't see ..."

The student's sentence in 25 was included into regularization errors because he used the word *didn't* which is a wrong form of present tense; it is supposed to be "In this university we don't see ...".

Data 26

"So, it will better if in this university have a better cafetaria".

The student's sentence in 26was included into regularization errors because he used the word *have* which is a wrong form of the singular noun of university; it is supposed to be"So, it will be better if in this university has a better cafetaria.".

Data 27

"...the food is not satisfaction.".

The student's sentence in 27 was included into regularization errors because he used an ambiguous sentence because the linking verbs are appears after the food to explain a noun satisfaction. it is a wrong form of the morphemes or structure; it is supposed to be"... the food does not make us full".

4.3.3 Addition

The third percentage of students' error was addition. The errors were characterized by the presence of new structure of morpheme or phrases in a correct linguistic form. The addition errors are divided into two subcategories. They are simple addition and double marking.

4.3.3.1   Simple Addition

The addition errors were found in the research data was simple addition. Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances.

Data 28

"Many people complaining because..."

The student's sentence in 28was included into simple addition errors because he added *-ing* after verb complain and it is not compatible with the present continuous tense; it is supposed to be "Many people complain because...".

Data 29

"...all you have to do is to match the tone...".

The student's sentence in 29 was included into simple addition errors because he added *-to* after verb have. It should not be added in this sentence because it explains the steps. There was also example in the category of modal auxiliries, such as "As we may know,..". It is supposed to be"…all you have do is to match the tone...".

Data 30

"They usually feel hungry and…".

The student's sentence in 30was included into simple addition error because headded-*feel* to ignore the using of to be in a correct sentence. It should not be added in this sentence because it needs tobe; it is supposed to be"They are usually hungry and...".

4.3.3.2   Double Marking

The addition errors that is found in the research data was double marking errors. This error is caused by the failure to delete certain items which are required in some linguistic construction.

Data 31

"Thirdly, the cigarette just makespeople become poor"

The student's sentence in 31 was included into double marking error because he used two linking verbs which make it has ambiguous meaning. He should use one linking verb to explain the sentence; it is supposed to be "Thirdly, the cigarette just makes people poor"

Data 32

"It can be more better if none government side can help too".

The student's sentence in 32 was included into double marking error because he used two words that one of them is not required in the correct sentence; it is supposed to be"It can be better if none government side can help too".

Data 33

"... I think the government is didn't care about...".

The student's sentence in 33 was included into double marking error because he used two verbs in a sentence; it is supposed to be"... I think the government didn't care about...".

Data 34

"...our cafetaria near with our campus".

The student's sentence in 34was included into double marking error because he used *near* and *with* in this sentence which has a similar meaning so that the student should delete with as near represent the place which is closed to the campus; it is supposed to be"...our cafetaria near our campus".

4.3.4 Misordering

The lowest percentage was misordering error. This error comprised the incorrect placement of a morpheme or group of morphemes in an utterance.

Data35

"... but a better cafetaria can be the place thatclean,..".

The student's sentence in 35was included into misordering error because he used an unwell pattern which is affected by the native language; it is supposed to be "... but a better cafetaria can be a clean place ...".

Data 36

"The students will study relaxly..".

The student's sentence in 36 was included into misordering error because he used an incorrect pattern of adverb in this sentence where the student used adjective word *relax* to make an adverb; it is supposed to be"The students will be relaxed to study..."

Data 37

"Thirdly, it takes a long time to wait the ready meals".

The student's sentence in 37 was included into misordering error because he used an incorrect of noun ready meals.The correct noun should be the meals ready because it is the food which needs time to be ready after it was cooked; it is supposed to be "... but a better cafetaria can be a clean place ...".

From the frequencies of the type of those errors above, it was concluded that the students were still committed errors on omission, misformation, addition, and misordering errors. The errors tend to occur by some factors. To find out the factors, it needed to figure out the sources of those errors.

4.4. Students' Psychological Difficulties

4.4.1 Lack of Self-Confidence

The lack of self-confidence problem is the feeling thatis not confident if the speaker speak English in front of the audience.

Data 38

Teacher : *"Kalau maju kedepan, jangan ditutupi wajahnya, ya ngak tau cara ekspresinya apa kalau ditutupi gitu".*
Students : *"Malu Pak, nanti kalau diketawain teman."*

The students' felling in 38 was included into lack of self-confidence problem because they felt unconfident when they spoke English in front of the class. They clearly said *"Malu Pak ...".*

Data 39

... When explained his text, he was nervous.

The students' felling in 39 was included into lack of self-confidence problem because they felt unconfident or nervous when they spoke English in front of the class.

Data 40

"Malu sama teman teman.Ntar diketawain Pak"

The students' felling in 40 was included into lack of self-confidence problem because they felt unconfident or nervous when they spoke English in front of the class.

4.4.2 Anxiety

The anxiety problem are the feeling afraid to express opinion in front of the classmates.

Data 41

He was confused what want to said. He does not have idea to speak. He does not say anything. He always cleaned up her face from his sweat.

The students' felling in 41 was included into anxiety problem because he felt afraid to express opinion in front of the classmates. Based on the situation; *He always cleaned up her face from his sweat.*

Data 42

"Deg-deg an rasanya pas maju kedepan Pak, takut ngomongnya salah"

The students' felling in 42 was included into anxiety problem because he felt afraid to express opinion in front of the classmates. He said, *"Deg-deg an rasanya pas maju kedepan Pak, takut ngomongnya salah"*.

4.5. Students' Difficulties in Language Environment

4.5.1 Language Environment Difficulty

Language environment difficultywas a difficulty about environment situation in learning activities.

Data 43

The teacher asked the students to make a dialogue and present in front of class. The students made dialogues in pairs. Then, they presented their assignment in front of class. The teacher was waiting a student who brave to come forward firstly. There were some students who choose to sit in their chair without do anything. They only saw their friends who presented in front of class. They choose to talk with the other friends. When the teacher asked the students to practice the dialogues in front of class, the students choose to keep silent.

The students' activity in 43 was included into language environment difficulty because their environmentdid not support to be competitive in learning English.

4.6 DISCUSSION

Based on the research findings, the researcher will discuss the findings of research. The discussion is about students' difficulties in expression, students' difficulties in pronunciation, students' difficulties in grammar, students' psychological difficulties, students' difficulties in language environment. After describing, It is appropriate to answer of the research question. The students of twelfth grade of SMK NU Tulungagung feel difficult when they speak in English. The researcher finds many difficulties in speaking faced by the students. There are five difficulties in speaking, they are students' difficulties in expression, students' difficulties in pronunciation, students' difficulties in grammar, students' psychological difficulties, students' difficulties in language environment. The explanations will be presented below:

4.6.1 Students' Difficulties in Expression

The students explisitly acknowledge that they don't understand the meaning of an English word. In expression, they have low vocabulary. The students are limited in vocabulary.We can look at data 01. The students said, *"Saya sulit mengekspresikan ungkapan kecewa Pak. Apa yang harus saya ucapkan itu saya bingung, tidak tahu mau mengucapkan apa."*And data02: *"Vocabulary nya masih kurang Pak. Makanya, pas disuruh maju, gek ini apa, ini apa, saya ngga tahu juga.*From that statement we know that he havelimited knowledge on meaningbecause they explisitly acknowledge that they don't understand the meaning of an English word.

4.6.2 Students' Difficulties in Pronunciation

Pronunciation aspect has become students' speaking difficulty. The students are confused how to pronounce the words. They pronounce the word appropriate on the

written. Pronunciation errors that the students faced are they often mispronounce the English words, their native language really influence their English pronunciation.

The pronunciation problem encountered by the research subject was in the form of substituting vowel and diphthong sounds with other similar vowel and consonant sounds. The vowel sounds were usually substituted with other vowel similar vowel sounds or with the vowel represented in the word spelling. They did vowel substitution to the English vowel sounds [iː] and [ɪ]. This finding is similar to Andi-Pallawa's (2013) that his research subject also encountered the problem with the English vowel sounds [iː] and [ɪ]

The vowel substitutions which were done by the research subjects in this research can be exemplified as when they had to pronounce *Examine*/ɪgˈzæmɪn/ and *Perfect*/ˈpɜː(r)fɪkt/ which contained the vowel sounds [ɪ], they were replaced with the sound [ɪ] by means they substituted sounds [i]. As a result, *Examine* and *Perfect* were pronounced /ɛgˈsæmin/ and /prɪˈfɜː(r)d/. We can look at data 03 and data 04; from this example, it can be identified that the research subjects substituted some English vowel sounds with other similar sounds.

Furthermore, the vowel sounds were substituted with other vowels which were represented in the spelling. This means that the research subjects often pronounced vowel sounds based on the orthographic writing.

Crystal (2008, p. 102) defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked orrestricted that audible friction is produce. Humans employ speech organs in producing consonants that the term „articulation" is used to most to address consonant production (Daniel et al., 2014). Phonologically, consonants are those units which function at the margins of syllables,

either singly or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [ʔ], [tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [ɾ], [h], [w], and [j].

In accordance with diphthong, the research subject did diphthong substitution on the English diphthong sounds [aɪ] by monophthongizing them or simply replacing them with other diphthong sounds. This problem was also encountered by Mustikareni's (2013) research subject.

The students had a problem with pronouncing the English diphthong sounds [aɪ]. The diphthong substitutions which were done by the research subjects in this research can be exemplified as when they had to pronounce *classified* /ˈklasɪfaɪd/ which contained the diphthong sounds [aɪ], they were replaced by the sound [ɛ] by means they monophthongized the diphthong sounds [aɪ] and substituted the sound [ɛ]. As a result, /ˈklasɪfaɪd/ were pronounced /ˈklasɪfɛd/. We can look at data 07 and data 08; from this example, it can be identified that the research subjects substituted and monophthongized some English diphthong sounds.

The segmental pronunciation problems encountered by the research subjects can be summed up as sound substitution. In common, the target sounds are substituted with the similar sounds or the sounds which are usually represented by the orthographic writing.

A vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise (Jones, 1986, p. 12) the quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. As a result, the production of most vowels is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to produce the vowels.

4.6.3 Students' Difficulties in Grammar

In grammar, the students have no understand how to make sentence correctly, because they are still confused about tenses or singular and plural. In grammar aspect, students face several problems. The errors about the deletion of correct linguistic words, morphemes, and phrases. They also do have problems with their understanding in present tenses, past tenses, future tenses, they have problems in distinguishing part of speech and using the modal verbs. They have difficulty in selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

Harmer (2002: 12) states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language'. It is the structure and meaning system of language. In addition, Ur (1993: 4) defines 'grammar as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning'. He writes that grammar tells how the rules of language actually works, they arrange and shape words.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be matered in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Swan (in Harmer, 2002: 15) states that good rule include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are more 'true' than others), 'clarity' (because rules that are unclear help nobody) and 'relevance' (because there are some things which a teacher or student probably does not really need to know). Knowledge of good grammar will influence

the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing.

Barkhudarov (in Iriskulov 2006: 13) states that a language has grammatical category which represent linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each-other and that have constant grammatical means of their own to express them.

4.6.4 Students' Psychological Difficulties

The first students'difficulties in psychologicalis lack of self-confidence. lack of self-confidence has become the difficulties that affects student's speaking performance. Lack of self-confidence has its own difficulty which also seems to be the obstacles in students' speaking performances, those difficulty is they are not confident to speak English in front of the people, they think they will not be a good English speaker, they feel that their classmates will underestimate them when they speak English to them, they are not confident to speak English to the teacher, and they are not confident to share their opinions in the classroom.

The students admit that they fell fearful and shy of attention when speaking English. The students close their face with the book when they speak English in front of class. We can look at data 38; "*Kalau maju kedepan, jangan ditutupi wajahnya, ya ngak tau cara ekspresinya apa kalau ditutupi gitu.*". They also feel afraid if their friends will laugh them when getting wrong words in speaking English. We can look at data 38; "*Malu Pak, nanti kalau diketawain teman.*"And data 40; "*Malu sama teman teman. Ntar diketawain Pak*"

The second difficulty is afraid making mistakes. It is anxiety. It means the students do not want to speak up because they feel afraid of making mistakes so they are unwilling to express anything with speaking in English. Only some students are

active in class. The students are lazy to speak English, it was because they think that English is difficult to be learned. They choose to talk with other friends than listen the material. Then, they feel afraid to express their opinion in front of their classmates while speaking English, they are so nervous, they forget things they really know, they feel frightened when the teacher asks them to answer the questions in the speaking class, they get depressed when the teacher corrects their answers in the speaking class, they tremble when they know that they are going to be called on in the speaking class. We can look at data 41, *He was confused what want to said. He does not have idea to speak. He does not say anything. He always cleaned up her face from his sweat.* In short, by seeing the research findings and its analysis, it is clear that the difficulties faced by the students of SMK NU Tulungagung in the psychological aspect are their self-confidence and anxiety.

As Bailey and Savage (1994) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicate with the other students in academic context.

When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. Language is a very essential instrument that enables speakers to state their existence and others, ask something, express agreement and refusal. For this reason, oral language or speaking is regarded principle.

Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2002). However, foreign language learners experience frustacting feeling of not being able to participate in speaking activity. Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000). In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Hinkel (2005) claims, communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

4.6.5 Students' Difficulties in Language Environment

The last difficulties that faced by thr students of SMK NU Tulungagung is Language Environment. The students get causes difficulties in speaking because the Environment. When the students speak English, their friends reply with native language. It makes the students unable to communicate in English fluently. Sometimes the classroom is very noisy. The students cannot concentration well. In learning English, the students need calm situation. There is no spirit in learning speaking. We can look at data 43, ...*the students choose to keep silent.* So the students choose to keep silent than try to speak English.