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**MOTTO**

**Suffering is the first step to get better, let’s do that and struggle**

**DEDICATION**

This thesis dedicated to:

1. Allah SWT that give me power in completing this thesis.
2. My Parents who gives me praying and actually their true love, and always give me support and motivate me to study hard.
3. My advisor Mr Basuni who gives me support and always guide me to completing this thesis.
4. For someone who gives motivation, support, and true loves for me until completing this thesis.
5. My crazy friends in Islamic association of university I say thanks because every day disturbed me when I working this thesis.
6. My friends in TBI-B, thanks for you in accompanying me in 4 years at this campus.

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**ABSTRACT**

Suprayitno, Edi. Registered Number Student. 3213103057. 2014. *The Survey of Students’ Difficulties in Learning English Skills at the Eight’ Grader Junior High School on Sumbergempol District in Tulungagung in Academic Year 2013-2014*. Thesis. English Education Program Department (TBI). State Islamic Institute (IAIN) Tulungagung. Advisor: M. Basuni M.Pd.

Keywords: Students’ learning difficulties, English skill

In learning English there are four skills must learn by student, that are listening, writing, speaking, and reading. In each skill has English component must be learn that is pronunciation, vocabulary and grammar. This skill include in English Curriculum on Junior high school. Some theories said that there are difficulties in learning those four skills. In learning listening and speaking the student have to know much of vocabulary, how to say a word, and the grammatical use when they hear a voice and when they want to say something. In reading skill the student have to find out the content or the massage on the text. Beside the student must know the meaning each word and the sentence and especially the grammatical roles used in the text. Because by knowing those they will get the correct information. In learning writing the student must know much of vocabulary when they write a sentence and how to arrange the sentence use the grammatical pattern correctly. Based on the reasons above the researcher had conducted research about students’ difficulties in learning English skill. This research is important to done to know the students difficulties in learning English skill.

The formulation of the research problems were: 1) What are the students’ difficulties in learning reading and how many percentages? 2) What are the students’ difficulties in learning speaking and how many percentages? 3) What are the students’ difficulties in learning writing and how many percentages? 4) What are the students’ difficulties in learning listening and how many percentages?

The purpose of this study were: 1) To know the students’ difficulties in learning listening and the percentages, 2) To know the students’ difficulties in learning speaking and the percentages, 3) To know the students’ difficulties in learning reading and the percentages, 4) To know the students’ difficulties in learning writing and the percentages.

Research Method: 1) the research design in this study was descriptive quantitative, 2) the population of this study was all of the eight’ grader student at SMP 1 and SMP 2 Sumbergempol district in Tulungagung, 3) the sample is 70 student on SMP 1 and 45 student on SMP 2, 4) the research instrument is questioner and was tried out, 5) the data collected by distributed the questioner to the students, 6) the data analysis with SPSS program to know the frequency by using percentages formula.

The result showed:

1. In learning reading skill the students face difficulties firstly 62% of respondents difficult in translate each word in a text. Secondly 55% of respondents difficult in relate the word or text in direct experience. Thirdly, 55% of respondents difficult in read a text. Fourthly 54% of respondents difficult in understanding time setting in the 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. Eighth, 48% of respondents difficult in read in one sentence fluently.
2. In learning speaking skill the students face difficulties in learning speaking. Firstly, 78% of respondents difficult in make a sentence will they speak. 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. Sixth, 47% of respondents difficult in memorize the sentences which will speak in English. Seventh, 40% of respondents difficult in choosing vocabulary will use in speaking. Eighth, 37% of respondents difficult in said English word.
3. In learning writing skill the students face difficulties in learning writing. Firstly, 44% of respondents difficult in choose the vocabulary. Secondly, 41% of respondents difficult in arrange the sentence when they wrote a text. Thirdly, 34% of respondents difficult in enlighten the idea which would like to write with good.
4. In learning listening skill the students face difficulties in learning listening. Firstly, 64% of respondents difficult in got the massage when they have hear soft sound or voice. Secondly, 54% of respondents difficult in imitate the voice that they have hear. Thirdly, 53% of respondents difficult in getting the massage when they have hear the loud sound or voice. Fourthly, 46% of respondents difficult in got the massage when the speaker spoke quickly. Fifthly, 45% of respondents difficult in got the massage when the speaker spoke slowly. Sixthly, 43% of respondents difficult in understand the kinds of tenses that used by speaker. Seventh, 42% of respondents difficult in in write the word have they hear.

**ABSTRAK**

Suprayitno, Edi. Registered Number Student. 3213103057. 2014. *The Survey of Students’ Difficulties in Learning English Skills at the Eight’ Grader Junior High School on Sumbergempol District in Tulungagung in Academic Year 2013-2014.* Skripsi*.*  Jurusan Tarbiyah Program Pendidikan Tadris Bahasa Inggris (TBI) STAIN Tulungagung. Dosen Pembimbing: M. Basuni M.Pd.

KATA KUNCI: kesulitan belajar siswa, keterampilan bahasa inggris

Dalam mempelajari bahasa inggris ada empat keterapilan yang harus di pelajari oleh siswa, yaitu mendengar, menulis, berbicara dan membaca. Dalam setiap keterampilan mempunyai komponen yang juga harus dipelajari oleh siswa yiatu pronunciation, vocabulary and grammar. Keterampilan bahasa inggris ini dimasukkan didalam kurikulum bahasa inggris di sekolah menengah pertama khusunya di jenjang kelas VIII. Beberapa teori mengatakan bahwa ada kesulitan yang dialami oleh siswa dalam mempelajari ke empat keterampilan tersebut.dalam mempelajari keterampilan mendengar dan bericara siswa harus mengetahui banyak kosa kata, bagaimana cara melafalkannya, dan struktur kalimat yang digunakan ketika mereka mendengar pembicaraan dan ketika akan mengatakan sesuatu dengan bahasa inggris. Dalam keterampilan membaca siswa harus menemukan isi atau pesan dari teks yang dibaca. Disamping itu siswa harus mengetahui arti setiap kata atau kalimat dan khusunya aturan penyusunan kalimat yang digunakan dalam teks. Karena dengan mengetahui hal tersebut siswa akan mudah dalam menemukan isi atau pesan dalam bacaan. Dalam mempelajari keterampilan menulis siswa harus hafal atau mengetahui banyak kosa kata ketika siswa akan menulis dan bagaimana menyusun kalimat menggunakan aturan pola kalimat dengan tepat. Berdasarkan alasan tersebut peneliti mengadakan penelitian tentang kesuliatn siswa dalam mempelajari keterampilan bahasa inggris. Penelitian ini sangat penting dilakukan untuk mengetahui kesulitan siswa dalam mempelajari keterapilan bahsa inggris.

Rumusan masalah penelitian ini adalah: 1) apakah kesulitan siswa dalam mempelajari keterampilan membada berapa persentasenya? 2) apakah kesulitan siswa dalam mempelajari keterampilan berbicara dan berapa persentasenya? 3) apakah kesulitan siswa dalam mempelajari keterampilan menulis dan berapa persentasenya? 4) apakah kesulitan siswa dalam mempelajari keterampilan mendengar dan berapa persentasenya?

Tujuan dari penelitian ini adalah: 1) untuk mengetahui kesulitan siswa dalam mempelajari keterampilan membaca dan persentasenya. 2) untuk mengetahui kesulitan siswa dalam mempelajari keterampilan berbicara dan persentasenya. 3) untuk mengetahui kesulitan siswa dalam mempelajari keterampilan menulis dan persentasenya. 4) untuk mengetahui kesulitan siswa dalam mempelajari keterampilan mendengar dan persentasenya.

Metode penelitian: 1) desain penelitian ini menggunakan deskriptif kuantitatif, 2) populasi dalam penelitian ini adalah semua siswa kelas VIII di SMP 1 dan SMP 2 sumbergempol, 3) sample dari penelitian ini sebanyak 115 siswa dengan pembagian 70 siswa SMP 1 dan 45 siswa SMP 2 Sumbergempol, 4) alat penelitian ini adalah angket, 5) data dikumpulkan dengan membagikan angket ke siswa, 6) data dianalisa dengan menggunakn SPSS untuk mengetahui frekuensi dan menggunakan formula untuk mengetahui persentase.

Hasilnya menunjukkan:

1. Didalam belajar keterampilan membaca siswa mengalami kesulitan yang pertama 62% siswa kesulitan dalam vocabulary. Kedua 55% dari siswa kesulitan dalam experiential aspect. Ketiga 55% siswa kesulitan dalam sensory aspect. Keempat 54% siswa kesulitan dalam sequential aspect. Kelima 50% siswa kesulitan dalam constructive aspect. Keenam 50% siswa kesulitan dalam pronunciation. Ketuju 49% siswa kesulitan dalam perceptual aspect. Kedelapan 48% siswa kesulitan dalam associational aspect.
2. Didalam belajar keterampilan berbicara siswa mengalami kesulitan yang pertama 78% siswa kesulitan dalam membuat kalimat. Kedua 76% siswa mengalami kesulitan dalam kelancaran berbicara. Ketiga 60% siswa kesulitan dalam menirukan perkataan orang lain. Keempat 50% siswa mengalami kesulitan dalam menjawab dengan bahasa inggris. Kelima 48% siswa kesulitan dalam menata kalimat yang akan dibicarakan. Keenam 47% siswa kesulitan dalam mengingat kalimat yang akan dibicarakan. Ketuju 40% siswa kesulitan dalam memilih kosa kata yang akan digunakan. Kedelapan 37% siswa kesulitan dalam mengujarkan kata berbahasa inggris.
3. Didalam belajar keterampilan menulis yang pertama 44% siswa mengalami kesulitan dalam memilih kosa kata. Kedua 41% siswa kesulitan dalam menata kalimat yang ditulis. Ketiga 34% siswa kesulitan dalam menyusun kalimat yang akan ditulis dengan benar.
4. Dalam belajar keterampilan mendengar pertama 64% siswa kesulitan mendengar suara yang lirih. Kedua 54% siswa kesulitan dalam pronunciation. Ketiga 53% siswa kesulitan dalam mendengar suara yang keras. Keempat 46% siswa kesulitan dalam mendengar suara yang cepat. Kelima 45% siswa kesulitan dalam mendengar suara yang pelan. Keenam 43% siswa kesulitan dalam grammar. Ketujuh 42% siswa kesulitan dalam vocabulary.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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