

AN ANALYSIS OF STUDENTS SPEAKING ENGLISH DIFFICULTIES AT SMAN 1 KUNIR

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Abstract

Learning is a process of people alteration and ability to be changeable meanwhile speaking is an ability of someone that give positive effect to increase good speaking skill. So, Learning speaking is a process of how to speak fluently with good pronunciation and spelling without making mistakes. The purpose of this research is to find out the students difficulties in speaking English and to find out the most dominant factor causing the students difficulties in speaking English at SMAN 1 Kunir. The study aims to fill gaps in the literature by analysis the students speaking English difficulties. The research design of this study is a quantitative approach with a descriptive research method. The subjects in this research were the students of class 12 MIPA 3. The instrument used is questionnaires which were distributed to the students. The researcher obtained the data from the questionnaire were analyzed using descriptive statics by paying attention to each of the aspects of the difficulties in speaking English (linguistic problems and psychological problems). The findings of this research show that there are seven difficulties students faced that were lack of pronunciation, vocabulary, grammar, confidence, anxiety, shyness, and lack of motivation to speak English. Their willingness to not practice speaking English has the highest mean score. It is included in the category of psychological problems. However, there were variations in findings from other studies, suggesting the need for further research in this area.

Keywords: Analysis, Students Speaking, Learning Speaking, and Difficulty

INTRODUCTION

English is one of the foreign languages studied in Indonesia. In studying English, it should be known that there are four skills studied such as reading, listening, writing, and speaking. Speaking is one of the skills that uses voice or speech in communicate to express purpose, thought, or explanation of an object, so as to convey the purpose of the speaker to the partner talk. Speaking has recently emerged as a completely significant activity and is now frequently utilized as a second or foreign language interpreter. Speaking is one of the four abilities that students should master, according to O'Malley and Pierce (1996: 57), since it is one of the key duties of any teacher working with students who are learning English to enable students to communicate successfully through oral talks. Speaking may be active, passive, or based on meaningful information. Even though all four English skills are equally important, speaking is the primary means of communication. Speaking is an interactive process of creating meaning that involves producing, receiving, and digesting information, according to (Pérez, Carreiras, and Duabeitia 2017).

Unfortunately, in Indonesia mastering speaking skill is not easy. It was found that most of the students still have difficulties to speak English. It is because the students did not know certain English vocabularies, they have poor pronunciation, they were afraid of making mistakes, and they were reluctant to speak English. Those problems are resulting in their difficulties to express or convey ideas through speaking.

Widyasworo (2019) stated that most of the students had difficulties in speaking English. The difficulties include linguistic aspects such as lack of vocabulary, pronunciation and grammar and non-linguistic aspects like inhibition, nothing to say, un even participant, mother tounge, anxiety, shyness,

lack of self confident and low of motivation. In this case, the researcher wants to know about the students difficulties in speaking English, the factors causing students difficulties encountered by the students, and the strategies used by the teacher to overcome the speaking problems.

The previous study by Tuyen (2021) focused on the difficulties and solutions to improve students speaking skills with the subject were 80 students that came from different classes, faculties, and were randomly selected at HUF1. Handini et al. (2019) only focused on the students difficulties in speaking English and stated that every student had different difficulties in speaking. The subjects of this research was all the eight grade students in MTS NW Baremayung.

According to those previous studies, there is still a lack of information on students' speaking English difficulties. Besides, everyone can give a different explanation, so the researcher conducted research in different field. With a lack of information the factor caused on student's speaking English difficulties, the researcher conducts a study about an analysis of student's speaking English difficulties at SMAN 1 Kunir to know what are their difficulties when speaking English and to find out the most dominant factors that caused the student's difficulties in speaking English.

METHOD

The purpose of this study is to identify the students difficulties in speaking English. This study used a quantitative research method. The researcher intends to describe the students difficulties in speaking English and the most dominan factor that cause students difficulties in speaking English.

The study's subjects were the students of class 12 MIPA 3 from SMAN 1 Kunir. A total of participants are 36 students. The researcher used questionnaire as the instrument in this study. The questionnaire was adapted by Daulay, Ismahani, and Suari (2022) was used as the data collection instrument. The original questionnaire from Daulay, Ismahani, and Suari (2022) has 15 statements. Before being tested to the students, the researcher was validated the list of questionnaire first. This validation is carried out by speaking lecturer who are considered good in the field of speaking. The students was filled the questionnaire relate with instructions that given by the researcher. The researcher gave 18 statements in questionnaire sheet. To avoid the students confusion when filling the questionnaire, the statements were translated first into Bahasa Indonesia.

The questionnaire used Likert Scale that was categorized into strongly high (SH), high (H), enough (E), low (L), and strongly low (SL). The score for each criteria are 5 for strongly high, 4 for high, 3 for enough, 2 for low, and 1 for strongly low. This study aimed to provide a detailed analysis of the factors causing students in speaking, especially in English.

First, the researcher would introduce herself and explain the purpose of this study. Next, the researcher explained how to fill out the questionnaire provided in the form of an e-form using a Google Form with a link that was prepared in advance containing personal identity and 18 statements. The researcher also urged students to only fill out the form once. The researchers also provide time limits for filling out forms so that time utilization can run effectively.

After filling out the questionnaire declared complete, the researcher analyzed the results of the questionnaire. The researcher analyzed the results of questionnaire from all 12 MIPA 3 students. The researcher took the highest result on the questionnaire points and analyzed by considering which factors most influence students' difficulties in speaking English.

The data is analyzed in every aspects of difficulties. From the results of analysis obtained the results of the summation, after the results were found with each amount in each aspect. Next, the results were then analyzed by calculating the mean score. The data will be presented using the following formula

$$\bar{X} = \frac{\sum f \cdot X}{\sum f}$$

$\bar{X}$ = Mean

f_n = n-th frequency

x_n = n-th value or data

Σf = total frequency

Then, the researcher explained the results of the data analysis descriptively, and it was known which dominant factor causing students difficulties in speaking English.

FINDINGS

The findings of the study were found based on data obtained from research activity of filling out the questionnaire of students' speaking English difficulties.

Linguistic Problems

Linguistic problems is the problems that makes students ability in speaking bad. Those problems are about pronunciation, vocabulary, and grammatical errors when speaking English. For this point the researcher divides into nine aspects.

According to the results of data analysis, some of the problems faced by students speaking English in linguistic problems are found as follows:

Table 4.1: Students speaking English in Linguistic problems

No. of Statements	Statements	Mean
4	I find it difficult to remember new vocabulary	3.31
8	I pay attention to time to think about using the correct grammar when speaking English	3.28
5	I find it difficult to compose word for word-into a sentence when speaking English	3.11
3	I don't know enough English vocabulary	2.94
7	I find it difficult to speaking English in complete sentences with correct grammar	2.89
9	I find it difficult to pronouncing foreign English word	2.86
17	My pronunciation of words/ sentences in English such as in regional languages	2.83
18	I am reflexes using the local languages/ Indonesian when feeling nervous about speaking English	2.81
6	I find it difficult to mastering grammar when speaking English	2.78

Based on Table 4.1, it can be seen that the mean values have been sorted from highest to lowest. The highest mean value represents a very high level of difficulty experienced by students,

while the lowest mean value represents a very low level of difficulty experienced by students. The statement Number 4 “I find it difficult to remember new vocabulary” has the highest mean score in this linguistic problems, that is 3,31. It means that their difficulties to remember new vocabulary is high.

Psychological Problems

Psychological problem is that students problems which often interfere the emotional and physical health, relationships, work productivity, or life adjustment. They are anxiety, low confidence, lack of practice.

According to the results of data analysis, some of the problems faced by students speaking English in psychological problems are found as follows:

Table 4.2: Students speaking English in Psychological problems

No. of Statements	Statements	Mean
11	I don't want to practice speaking English	3.53
1	I am not confidence when speaking English	3.47
16	Motivation doesn't make me enthusiastic about speaking English	3.42
15	My environment doesn't make me excited to speak English	3.22
10	I am anxiety/ nervous when speaking English	3.14
14	I am fear of being wrong or being laughed at when speaking English	3.11
2	I can speak English well and fluently	3.08
13	I am shy when speaking English	3.06
12	I am confused when practicing speaking English with people who have lower English proficiency	2.92

Based on Table 4.2, it can be seen that the mean values have been sorted from highest to lowest. The highest mean value represents a very high level of difficulty experienced by students, while the lowest mean value represents a very low level of difficulty experienced by students. The statement number 11 “I don't want to practice speaking English” has the highest mean score in this Psychological problems, that is 3,53. It means that they don't want to practice speaking English is very high .

DISCUSSION

The purpose of this study was to describe students difficulties in speaking English encountered by the students and to find out the most dominant factor causing the students difficulties in speaking

English. This research involved 36 students of class 12 MIPA 1 at SMAN 1 Kunir. For data collection, the researcher disseminated a questionnaire adapted from Daulay, Ismahani, and Suari (2022).

The first goal of this study is to answer the research problem of finding out the difficulties in speaking English. Based on the data analysis from the questionnaire, the difficulties that the students faced were lack of pronunciation, lack of vocabulary, lack of grammar, lack of confidence, anxiety, shyness, and lack of motivation to speaking English.

Based on Stono (1997) there are two problems in learning speaking and these problems divided into linguistic problems and psychological problems. Research conducted by Ramyani (2019) has found and stated there are three difficulties related to student's speaking English difficulty in linguistic problems : lack of pronunciation, lack of vocabulary, and lack of grammar. Meanwhile in psychological problems, there are four difficulties : lack of confidence, anxiety, shyness, and lack of motivation.

Furthermore, further discussion can be related to the second research problems, what are the most dominant factor causing students difficulties in speaking English. In the findings of this study, it can be concluded that the most dominant factor causing students difficulties in speaking English was from their psychological factors, especially their willingness to not practice speaking English. From the similarities inferred in the findings in the previous chapter found and it can be concluded that the higher the desire not to practice speaking English, the higher the difficulty to speaking English. Thus, to reduce the desire to not practice speaking English is to increase their willingness to practice speaking English in order to be able to speak English well and fluently.

Statements 'I don't want to practice speaking English' become the most dominant factor that causing students difficulties in speaking English because the students feel that they feel lacking in things related to their psychology such as lack of confidence, anxiety, fear of mistakes. In the findings of this study, this factor has the highest mean of all aspects, namely 3,53. They don't want to practice speaking English could be cause by lack of confidence, anxiety, and fear to make mistakes. Based on He & Chen (2010), those occur to the low ability in speaking English.

This is also in line with the research by Wulandari, Amalia & Ramdhani (2022) stated in their results that the factor causing students difficulties in speaking English was influenced by the students anxiety, lack of practice, and lack of confidence. In summary, the researcher concludes that the difficulties in speaking English that the students faced were lack of pronunciation, vocabulary, grammar, confidence, anxiety, shyness, and lack of motivation to speaking English. Those problems grouped into two problems they were linguistic problems and psychological problems. The linguistic problems include lack of pronunciation, vocabulary, and grammar. Moreover, the psychological problems include lack of confidence, anxiety, shyness, and lack of motivation. According to Alfian (2023), The higher mean score, the higher the level of difficulty. From these findings it can be concluded that the most dominant factor causing students difficulties in speaking English was their psychological factors, especially statement number 11 'I don't want to practice speaking English', So their willingness to not practice speaking English which has the highest mean of all aspects, namely 3.53.

CONCLUSION AND SUGGESTION

The objectives of the study are to describe the students difficulties in speaking English and to find out the most dominant factor causing the students speaking English difficulties. In short, that there are seven difficulties that the students faced that were lack of pronunciation, vocabulary, grammar, confidence, anxiety, shyness, and lack of motivation to speaking English. There are out of a total 36 12 MIPA 3 students of SMAN 1 Kunir experienced difficulties. After using an adaption questionnaire that has been validated and has calculated each student's speaking English difficulties, it can be concluded that the level of willingness to not practice speaking English has the highest mean score. It shows that the highest mean score is 3.53 which is included in the category of psychological problems, then this has been clearly proven and also to answer the second research problem.

There are some suggestions related to the study's results, namely for students. the researcher suggest to provide or increase motivation, increase self-confidence, and increase the willingness to practice speaking English. The students should be confident with themselves and do more practice in speaking English to improve their speaking skill to be better. The students can practice doing speaking English through English song, read English book, and etc.

For the teacher, The English teacher should give the students more motivation to be more interested in learning English, especially for practice speaking and experiences to speak English all the time in English lessons. The teacher must always take advantage of it various teaching strategies that engage students. In fact, the finding of the study found that the major difficulties faced by the students are caused by the speaking materials itself, such as vocabularies, pronunciation, grammar, confidence, and the motivation.

For future researcher, this study only discusses some problems of difficulties in speaking English that lack of detail. In addition, there are also several theories discussed the same case about speaking English difficulties. However, the researcher hope that the next researcher can find the solution for helping and increasing students speaking English difficulties to be more effective.

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