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AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT GRADE X OF SMA PERSADA BANDAR LAMPUNG

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Abstract

The objectives of this research were to know what is the most difficult aspect that the students encounter in speaking, and to see what are the causes in students' difficulties that face the students while they are speaking English. In this research, I used the descriptive qualitative method. The kind of method was used the feel the experience the real world, and also to know people's points of view of a certain phenomena. It was also used to obtain the truthful, precise, and well-organized explanation about students' difficulties in speaking English. This research was done at grade X.1 of SMA Persada Bandar Lampung that consisted of 22 students. To gather the data, I did observation, gave questionnaire, and interview. The data was analyzed by combining the results of observation, questionnaire, and interview in some table, graphic, and also paragraph. The results of this research showed that there are some difficulties that the students faced when spoke English in the class, from the questionnaire result also showed mostly positif and negatif feedbacks that were so hard for them to speak English. The combination of those three instruments is able to be the way to know what are the students' problems that were so hard for them to speak English.

Keywords: Speaking, Student Difficulties, Improving Speaking.

1. INTRODUCTION

Speaking is important to measure one of students abilities in learning English. However, students still have difficulties in acquiring speaking ability, especially for grade X of senior high school students. Zhang (2009) assumed that speaking has become the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. So, It becomes one of the problems that occur to students while they speak English, and it makes the students get some difficulties to speak English well. According to Ur (1996), there are some factors that cause difficulty in speaking. They are inhibition, nothing to say, low or uneven participation, and mother-tongue use. Inhibition is a feeling that make students simply shy, unable to act in a relaxed and natural way, self-conscious. Nothing to say is the condition whereas the students have limited motivation to express themselves. Low or uneven participation is only a participant could talk because of large

classes and the tendency of some learners to dominate, while others speak very little or not at all. Mother-tongue use is the condition when the students who use mother tongue tend to use it because it is easier when they are speaking their mother tongue language. The results become some aspects that the students encounter in speaking English. In Indonesia, since English is foreign language, most students especially in senior high school just using English inside the class and less frequent outside the class.

Due to the mother tongue that they use, it makes them use language more often than English and use English language only for formality as one of the subject in their school. In addition, Rababa'h (2005) pointed out some of these factors are related to the learners is also about teaching strategies. For example, some of students in SMA Persada said that one of the problems is when they learn English is like really focus of theory, it only makes students become passive because when they get materials from the teacher, they

are not interested, from that it can be seen that the teaching strategies also needed to solve this problem. Based on Doan Linh Chi (2011), practice is considered an important part of language learning. Students are always encouraged to practice as much and as often as possible. However, some students do not know how to practice well and feel disappointed as practice not always help students make big progress in their studies. In other side, teacher must give them guidance on effective practice. This paper reports what and how guidance for practice should be provided for effective improvement of students' speaking skills.

This case inspires the researcher to do the research about student's difficulties in speaking English. The researcher chooses students of SMA Persada Bandar Lampung because the she gets some study case when did the internship in there, and the researcher thought that their understanding about English in Junior High School different with in Senior High School, and she is challenged to do the observation about student's difficulties while they speak English.

LITERATURE REVIEW

Speaking is delivering a language through the mouth which is speaking is the action or expression of someone in spoken language. Speaking is one of the speaking abilities which are listening, speaking, reading, and writing that is used by the teacher to measure students' abilities in learning English (Yahya, 2013). Actually, English as a foreign language in Indonesia, but it is only used by some students in this country to complete their subjects, whereas the fact that Indonesia as a developing country also use technology as tools to communicate and switch information. The use of English as a second language (ESL) or a foreign language (EFL) in oral communication is no doubt. when we teach English, it becomes one of the most common but very complex activities and

needs to be considered. Al-Sibai (2004: 3) said that we live at a time where English proficiency fluently has become a must, especially one who wants to advance in certain business fields. Speaking is a behavioural skill in which the speakers will become proficient in using it if they practice it repeatedly and continuously (S.C. and Sidabalok, 2016). Therefore, it can be said that speaking skill is considered as a key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competence. In other side, Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak eventhough they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

I-Lawati (1995) investigated the difficulties encountered by some students in their oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty, and this is because, as explained by teachers, the learners have not yet developed an adequate level in the basic abilities of the language. This is because they think of the curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough

variety in tasks designed for the teaching of grammar. This results in having very few opportunities for students to practice the speaking skill, especially with the large number of students in class.

Harmer in Tarigan (1990: 13) writes that when teaching speaking or producing skill, we can apply three major stage, those are introducing new language, practice and communicative activities. When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Brown (2001: 250) states that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of classroom speaking performance. They are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney,1998). This indicates that using a language is more important than just knowing about it because there is no point knowing a lot about language if you can't use it (Scrivener,2005,p.146). The reason why the researcher made other indicators for students' confidence and interest is because both of them are quite difficult to measure by the researcher. There are so many definitions of confidence and interest that can be observed, that's why the researcher tries to

limit the scope of both of them in order to simplify this research, and make it not too broad. Later, these indicators can support the result, and make a clear argument of students' difficulties in speaking English in their school.

3. METHODOLOGY

This researcher used qualitative method. It was interesting because she was involved herself in the real situation and world experience. The researcher also explored human's thinking when they learned English as a foreign language. At the end of the research, the researcher would know some perspective from each students. Although she could add her perspective from their opinion, but also could see from certain phenomenon. The population of the study was students of SMA Persada Bandar Lampung for the academic year 2017/2018. The sample of the study is grade X.1 students of SMA 21 Persada Bandar Lampung for the academic year 2017/2018. There are 24 students in the class, composed of 12 male students and 12 female students. For re-instrument of study, the researcher did an observation, questionnaire, and interview. The researcher did an observation to see the teacher's strategies how to manage the teaching-learning process and to know the students' responses during followed the learning process by took some videos and photos. For questionnaire, the researcher gave them with some question regarding to know their opinion about what causes and aspect students faced that made them hard to speak English. The questionnaire in this research was Likert Scale questionnaire. After all data were gathered, the researcher concluded the results into table and graphic. For interview, the reseracher did the process with the teacher and the students. It was to make the researcher got the result not only from the students, but also from the teacher to get the comprehensive data. For the students, the researcher let them talked about the

subject, then the researcher analysed students' speech to showed what causes that made them difficult to spoke English. Then, the researcher collected students view and teachers view as the results to get the perspective responses from the students' difficulties while they spoke English, and for the teacher's view is to saw the teacher's opinion while the teacher taught speaking. Strategies, tools, method, students' responses and result also included. The researcher used triangulation in collecting data. The result of this research was acquired through observation, questionnaire and interview. Firstly, the researcher identified the research problems. Then, in did the observation, the researcher collect the data from videos and photos along the learning process and made the conclusion in the form of checklist observation for the students and the teacher. Then, the observation result was concluded by the paragraph.

4. DISCUSSION

This researcher used qualitative method. It was interesting because she involves herself in the real situation and world experience. The researcher also explored human's thinking when they learned English as a foreign language. At the end of the research, the researcher would know some perspective from each students. Although she could add her perspective from their opinion, but also could see from certain phenomenon. The population of the study was students of SMA Persada Bandar Lampung for the academic year 2017/2018. The sample of the study is grade X.1 students of SMA 21 Persada Bandar Lampung for the academic year 2017/2018. There are 24 students in the class, composed of 12 male students and 12 female students. For re-instrument of study, the researcher did an observation, questionnaire, and interview. The researcher did an observation to see the teacher's strategies how to manage the

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1. Students' Point of View

Based on the interview that had been done by the researcher, some students felt happy when they spoke English, but almost all students said that they had difficulties to do it. Mostly some problems that they

faced when they spoke English is because of fluency and vocabulary. They said that they could not be fluent and had limited vocabulary, it was hard for them to speak English well. It can be seen that the students need more strategies and media to minimize their problems when learning and speaking English. Their feeling can be the way to make them motivated to study English, but because of their weakness and also the tools that have not facilitated them yet, it was hard for them to solve their problems in speaking English.

2. Teacher's Point of View

The researcher also did the interview with the teacher to know his opinion when taught English in the class. Based on the first questions about what the problems he faced when taught English are "first, of course vocabulary mastery, second is about dictionary, rarely students have dictionary." Second is about the tools he used in the class and he said that "The tools that is used are media, if we have type we will use it, of course audio visual". The third answer was based on the question about the method that the teacher used, the teacher said that speech is the method that he used in the class. He said that the results "Sometime it can be, the average and depend on students' condition". Then, the researcher asked about the students' responses and the teacher said that "Actually it is fun, students also feel like that, when we tried to taught them, it is about how to make them got responses". The next question is "Is there any students who tell about their difficulties?", he said that "Of course in the vocabulary, without a good vocabulary mastery, students cannot do that and not fluent". Last, the researcher asked about the teacher's effort to make the students interested after the schedule became four hours in one day, and he said that "It is depend on us how to make them interested and we are not tired. Due to sometime we as a teacher also feel bored".

From the result above, it can be seen that the teacher know about the students' problems when they learned and spoke English, but the strategies, tools, and methods are not effective yet to minimize the students' problem in speaking English. Due to limited of media, tools, and support study, sometime the teachers also felt bored and made them have not success yet in teaching students. Other factors also can be the reasons for the teacher and students, and it can affect the process of study and the aims of the teaching itself.

5. CONCLUSION

The finding of this research revealed the students' difficulties in speaking English. The researcher showed the data of all methods to support the final result based on the research problems. From the result of the observation, the researcher saw the background of students' and the atmosphere during teaching learning process in the class. The atmosphere was good. They followed learning process in the class, but some students seem confused with the task from the teacher and tried to discussion with their friends. In other hand, although the students tried to do the task from the teacher, the teacher have not managed the class yet, he just focused on students in front of the class, but he did not correct the fluency that became the students' difficult aspect in speaking, and not tried to manage the students who have not came infront the class. So, the teacher have not made the class condusive yet. Then, the final result of the measurement of the questionnaire indicated most of the students had the difficulties in speaking English. Students felt difficult in speaking English. Based on the result, the most of difficult aspect that the students encountered in speaking is about fluency. They could not be fluent when spoke English, and it was for them to speak English well. Then, the other causes in students' difficulties that the students faced while they were speaking English

are because of vocabulary, grammar, and pronunciation. They were hard to speak English because they were still limited in vocabulary master, their grammar that still low, and their pronunciation because of lack of practice. The data was also supported by qualitative data from the interview. The result of questionnaire was confirmed by the result of the interview. The result of the interview showed that and vocabulary became other cause of students' difficulties in speaking English, although they felt happy when speaking English, but the problems made them difficult to speak English well. From teacher's point of view showed that fluency and vocaulary also became the problems that the teacher faced when he taught English, and other factors also became the difficult aspect in teaching learning process like tools and media also strategies that have not been able to decrease the students' problems in speaking.

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