

STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING CLASS

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Abstrak:

This study aim to answer: (1) What are of student's difficulties and possible solution in English speaking at the ninth years grade of SMPI AL-KAROMAH SAMPANG?

(2) What factors are causing student's difficulties in English speaking at the ninth years grade of SMPI AL-KAROMAH SAMPANG?. The research design of this study is descriptive qualitative. The writer uses interview and observation as instrument of data. In this research, the researcher uses non participant observation, the writer only becomes an observer. The writer had taken part in class being observed. While participating as an observer, the writer observes what kinds of students' difficulties in English speaking and what are the causing factors students' difficulties in English speaking. From the result of the observation, interview, and questionnaire the researcher concluded that most of the student at the ninth grade of SMPI Al-Karomah Sampang got difficulties in English speaking class here was caused by fear of mistakes, shyness, lack of motivation, and lack of confidence. And some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

Key Words : Analysis, Writing, Narrative

A. Background of The Study

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. It indicate that the important of mastery as foreign languages, especially English as one of the escort academic success and to support career of work (Sinaga, 2010). Communication can be achieved who mastering in four language skills: listening, speaking, reading, and writing. This applies also to the learning process of English called listening and reading as receptive skill while reading and speaking as productive skill. In the practice of daily language, it is more than half the time that humans are used to talk and listen to the conversations of others in various contexts

and situations (Effendi, 2007: 141). Having the ability to speak is not as easy as imagined. Many people are good at writing, but when asked to convey their writing in verbal form the results are not so easy. Contrarily, many people who can speak well, but encountered obstacles when asked to write down the idea. Corresponding to this, Arsjad and Mukti (1993: 1) argue that sometimes the topic of a conversation submitted by someone is quite interesting, but because the presentation is less interesting, the result is less satisfactory. Therefore, speaking skills need to be trained continuously. Tarigan (1998: 43) states that the ability to speak is a mechanistic skill. The more you practice speaking, the more you master the ability to speak. The assumption that everyone can naturally speak has led to the coaching of speaking skills often overlooked.

Speaking is one of the four skills in English subject as a tool to communicate each other. According to Hornby (1985: 21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Brown and Yule (Nunan, 1989; 26) argue that speaking is to use a language consist of a short, incomplete or fragmented speech in the sphere of pronunciation. The pronunciation is closely related to the reciprocal relationship that is made between the speaker and the listener. Bailey (Nunan, 2003: 48) states that speaking is an oral skill consist of generating systematic expression of the language to convey meaning.

Furthermore, speaking according to Tarigan (2008: 16) is the ability to pronounce articulation sounds or words to express, express or convey thoughts, ideas, and feelings. As this expansion speaks is a system of audible and visible signs that utilize the muscles and muscle tissues of the human body for the purpose and purpose of combined ideas or ideas.

According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency. Speaking is a very important activity in life, because through a speech activity a person is able to communicate with other humans. Through talking activity one conveys desire, information, thoughts, ideas, persuades, convinces, invites, and entertains. Speaking English for Indonesians is not an easy thing, because when we speak English we not only have to think about the truth in grammar but we also have to think about the social function of the sentence we speak.

Raba'ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of

these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

For the ability to speak, Ripkah (2013:17) in her research found that the difficulties that students often when speaking English because in their selves still saved feel afraid making mistakes, shy to say anything, there is no confidence. From the problems faced certainly encourage a teacher or language instructor to pay more attention to the condition of students followed by readiness in the implementation of learning. Without proper preparation, learning activities will not work effectively. These preparations can be seen from the Lesson Plans (RPP), materials, media, and assessment. By understanding the problems faced by students, an educator can do self-reflection to know how effective the implementation of the learning process in the classroom.

In English learning there are four language skills that must be mastered by every English student: Listening, Reading, Writing, and Speaking. The purpose of Speaking learning is that the students of the English education study program are able to make oral communication using English well. Speaking is very important because this is the way to communicate to others people and daily activity. Based on the teacher at the ninth years grade of SMPI AL-KAROMAH SAMPANG, students' speaking ability is still below the average ninth grade children in general it is the most problem when they learn English speaking. Speaking is needed to improve the ability of students, especially in ninth years grade of senior high school

it is stepping into senior high school that definitely requires fluent speaking. I choose this school because interest to used as an object of observation. So it is interesting to see what are the difficulties they experience when speaking English, because English as foreign language in Indonesia.

Based on the background above, the problem of this study is state as follow : (1) What are of student's difficulties and possible solution in English speaking at the ninth years grade of SMPI AL-KAROMAH SAMPANG? (2) What factors are causing student's difficulties in English speaking at the ninth years grade of SMPI AL-KAROMAH SAMPANG?

B. Methodology

The research design of this study is descriptive qualitative, because this research explains and describes the real condition which is found at research location. Descriptive qualitative is a data collected is taked from analyzing the words or pictures rather than number. According to Bogdan and Bliklen (1998:5) Qualitative research is descriptive.

The writer uses interview and observation as instrument of data. In this research, the writer uses non participant observation, the writer only becomes an observer. The writer had taken part in class being observed. While participating as an observer, the writer observes what kinds of students' difficulties in English speaking and what are the causing factors students' difficulties in English speaking.

According to Nahbukoand Achmadi (2003:83) claim that the interview is a kind of dialogue interviewer to get information that is needed by the interviewer. The writer used structured interview because the researcher follows a specific set of questions in a predetermined order with a limited number of response.

According to Miles and Hubermen (1992: 15-19), the analysis data the following are :

1. Collecting Data
2. Data Reduction
3. Display of Data
4. Conclusion Drawing or Verification

D. FINDING AND DISCUSSION

Speaking is very important because this is the way to communicate to others people and daily activity. Because in indonesian English it's not mother tongue but as foreign language. ."Basically language is a tool for conveying ideas, thoughts, opinions, and feelings. English is the first foreign language in Indonesia that is considered important for the purpose of absorption and development of science, technology and art and culture to foster relationships with other nations in the world " (Ali Saukah and Arwiyati, 1996: 5).

Through observation, the researcher will also got the data at the ninth grade of SMPI Al-Karomah Sampang and it consist of ten students. In this observation was made during the English lesson on 18th July 2018, 20th July 2018, 01th August 2018, and 03th August 2018 at the ninth grade of SMPI Al-Karomah Sampang. So, the researcher doing the observation during four times. In this research the researcher use observation checklist. The researcher doing observation checklist in class being observed.

After that the researcher doing interview with the students and the teacher used structured interview because the researcher follows a specifict set of questions in a predetermined order with a

limited number of response categories. The researcher conducted interview with the students that consist of ten students and the English teacher.

In this session, the researcher used closed-ended question or questionnaire. The researcher gave a paper for student that consist of 10 question or questionnaire. The researcher gave the time to answer the questionnaire after that submit on the researcher. The result of the questionnaire mostly the students answer that they get difficulty when they are speaking English, such as fear of mistakes, shyness, lack of confident, and lack of motivation . And about the factors causing students difficulties, the students mostly answer that the factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

Naturally, speaking means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. . Burns and Joyce in Nunan(1999:11) argue that speaking difficulties such as shyness, lack of confidence, lack of motivation, and fear of mistakes students from speaking difficulties commonly that hinder students from speaking.

1. Fear of Mistake

Respect to the fear of making mistake issue, Aftat, (2008:18) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a

result, students commonly stop participating in the speaking activity.

The researcher did the first observation on 18th July 2018. At first observation the researcher looked when the teacher gave one of the student to explain in front of the class the students needed the time to come forward in front of the class, after a few minutes finally the student come to the front of class, as well as the student. Not only needed the time to come in front of the class but most of the students are afraid to try and to speak English. When the teacher called the other student its same as first student, the student needed a few minutes to come forward in front of the class and also the students are afraid to try and to speak English, and mostly all of the student needed the time to come in front of the class and the students are afraid to try and to speak English . So the researcher found the student got difficulties it was proved when the student must come forward in front of the class and the students are afraid to try and to speak English. The student got the fear of mistake when the student to explain in front of the class they must needed the time to come forward in front of the class and the students are afraid to try and to speak English.

The teacher had known the factors causing difficulties in English speaking. The teacher gave possible solution after the researcher had shown the result of this observation and the result of interview. Here were the possible solutions from the teacher to the student.

In fear of mistakes, the teacher give motivation to the student. The teacher said that dont fear mistake when we speak

English, it is important for the teacher to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. For example we can mix the language Indonesian first after that English. And when the students did mistake the teacher don't immediately scold but fix it. The teacher must show the pronunciation well so when the students practice it they are not afraid of being mistakes in pronunciation. The teacher are expected to feel comfort with their student and believe that the teacher will help them if they make mistakes. Then the teacher should improve the students' concentration when learning English. And the teacher creates a harmonious atmosphere that can reduce students' nervousness.

2. Shyness

Baldwin (2011:15) explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind is blank or that they will forget what to say.

At the 20th July 2018 the researcher came to the class to the second observation. The teacher called one by one the name of the student and the student must speak English in front of the class to delivered their opinion which was suitable with the previous material. But when the teacher called the students to came forward in front of the class, no one student came in front of the class, after a few minutes the teacher called name of student in attendance list to came in front of the class. However when the the name of student is called, the student still in

student bench and needed a few minutes to came in front of the class. After a few minutes then then student came forward in front of the class but when the student speak English in front of the class the student stammered, their mind is blank and forget what to say and their also afraid afraid being lauged by their friends due their low ability. The result of the second observation here was the student got difficulties that is shyness when the student came to the front of the class to gave some explanation about the material the student stammered, their mind is blank and forget what to say and their also afraid afraid being lauged by their friends due their low ability when they speak English in front of the class.

In shyness, the teacher also gave motivation to the student. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class speaking. The teacher give some suggestions that the teacher creates a friendly and open classroom environment. And then the student can learn to speak English in front of mirror, when the student did certainly mistakes their feel shyness and automatically their friends scoff or laugh it so the teacher must conditioning the class and advise to the student that didnt laugh it.

3. Lack of confident

Nunan (1999:11) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well.

In the third observation on 01st August 2018, the researcher came again to the class. In this session the teacher did activity which was same with previous study . The teacher explain the material after that the student learn by they self , and than the teacher make a conversation partner that consist of two student. Then the teacher gave the time 10 minutes to learn the text conversation with the partners. After that the teacher called the student partners in front of class to give their conversation in front of the class. But what happened with the student? When the students realize that their conversation partners haven't understood them or they don't understand other speakers. They feel their English is bad and feel that can't speak English well. The result of these observation here was the students feel lack of confident when the student came to do conversation partners the students realize that their conversation partners haven't understood them or they don't understand other speakers. They feel their English is bad and feel that can't speak English well especially when the student speak English in front of the class.

In lack of confidence, the teacher always give motivation to the student. In this case usually occur when the student realize that their conversation partners haven't understood or when they do not understand other speakers. So the teacher must give example or show the pronunciation in front of the class after that the student practice with they partner in his seat and do the practice in front of class.

4. Lack of motivation

Nunan (1999:11) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

At 03rd August the researcher came to the class to do last observation. As usual the teacher greeted the student and checked the attendance list. After that the teacher explain the material but the student don't listen what the teacher explain. There were joked and there were students who spoke to themselves. After the teacher explain the material the teacher ask to the student came forward one by one to present his/her opinion in front of the class as suitable as the previous topic. After a few minutes no one student brave to came forward in front of the class. So the teacher called the name of the student, after that the student needed a few minutes to came in front of class, and the student finally came forward in front of the class to give their opinion, but the student said that "I don't understand sir.. " the students feel lack of perceived relevance of material and lack of knowledge. The result of the last observation the student got difficulties because lack of confident it's looked from their speak that "I don't understand sir.. " the students feel lack of perceived relevance of material and lack of knowledge.

In lack of motivation, because motivation is key consideration in determining the preparedness of learn to communicate. For example uninspired teaching, boredom, and lack of knowledge. And the possible solution to solve it the teacher must create a

comfortable learning environment, to make the students motivated the teacher give interesting topic, give the simple explanation of the material don't always explain by speech/

From the result of the observation, interview, and questionnaire the researcher concluded that most of the student at the ninth grade of SMPI Al-Karomah Sampang got difficulties in English speaking class here was caused by fear of mistakes, shyness, lack of motivation, and lack of confidence. The students' difficulties in English speaking was suitable with the theory. The causing factors students' difficulties in English speaking according to Rababa'h (2005:15) some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. After the researcher conducted the observation on 18th July 2018, 20th July 2018, 01st August 2018, and 03rd August 2018 at the ninth grade of SMPI Al-Karomah Sampang. The observation was conducted three times. This activity was done to obtain the data or to know the student's difficulties in English speaking and causing factors students' difficulties in English speaking at the ninth grade of SMPI Al-Karomah Sampang. Here the causing factors students' difficulties in English speaking class.

a) The learners themselves, from the observation, interview and questionnaire the learners themselves are the causing factors students' difficulties in English speaking because when I ask to the student about do you like English? Most of the students said that they didn't like

English and English isn't our mother tongue. So the student not fighting to learn English cause their reason.

b) Teaching strategies, from the observation, interview and questionnaire teaching strategies included the causing factors students' difficulties in English speaking. When the teacher teach to the student like speech automatically the student feel bored and confused with the teacher strategy, so make the comfortable class atmosphere.

c) The curriculum, from the observation, interview and questionnaire the curriculum included the causing factors students' difficulties in English speaking, because when the teacher use K13 with the student basic is didn't like English, the student feel very difficult when they are learning about English because here students must be active while the teacher as facilitator, so do it step by step.

d) The motivation, from the observation, interview and questionnaire the motivation included the causing factors students' difficulties in English speaking, because when the student didn't have motivation to learn especially in English subject they not be added new knowledge in English subject automatically the student feel lazy to learn

E. CONCLUSION AND SUGGESTION

Conclusion

From the result of the observation, interview, and questionnaire the researcher concluded that most of the

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Suggestion

Based on the result of the research, researcher would like to give some suggestions below:

1. The teacher should to increase knowledge of English to the student dont scold the student with their mistake but we learn from the mistakes.
2. The student must study hard that can to know speak English well, dont feel afraid if you get mistake, keep study, study, and study. They must to do all the suggestion or possible solution

which has given by the teacher so their English is better than before.

3. If the reader want to research this result of the research can be guidance in your research if your research is a same as problem but in different fields.

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