

AN ANALYSIS STUDENTS' PROBLEM IN ENGLISH SPEAKING

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Abstract

One of the most difficult language skills to master is speaking. This also applied to SMAN 1 Pomalaa. The English teacher of the school stated that the speaking skills of the second-grade students" of the school is fairly bad. They are not able to answer simple questions in English. This was the reason the researcher wanted to find out the problems that were faced by students in speaking English at the second-grade of SMAN 1 Pomalaa. The design of this research was descriptive qualitative. The subjects were 20 students of the second-grade class. The researcher gathered data by distributing questionnaires and then interviewing the students to answer the research questions. The findings of the research showed that the students had problems in two categories, namely linguistic and psychological. The former consisted of the lack of vocabulary mastery (2.9), poor grammar mastery (2.9), and poor pronunciation (2.9). Meanwhile, the latter consisted of the lack of self-confidence (3.2) and anxiety (2.9). Furthermore, the most dominant problem is the lack of self-confidence and anxiety.

Keywords: *Analysis, Speaking, Problem*

INTRODUCTION

Clements (2017) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Speaking is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities, and it is the prime motor of language change.

Thornbury (2017) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. According to Nunan and Richards (2015), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Maxom (2010) stated that speaking is the process through which the connection between the speaker and the listener grows.

Furthermore, Thornbury (2017) added that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Yule (2010) point out that the loosely organized syntax, the use of

non-specific words and phrases and the use of fillers such as „well“, „oh“, and „uhuh“ make spoken language feel less conceptually dense than other types of language such as expository prose (Nunan & Richards, 2015). Vorholt (2018) defines that speaking is a basic oral communication among people in society. It is speaking which serves as a natural means of communication of the members of the community for both expression of thought and form a social behavior.

In short, speaking is an act of communication to pass information from the speakers to the listeners. Speaking skill is very important because if one does not have good speaking skill, listeners will not be able to understand the information.

According to Harmer (2015), students gain a better understanding of other people's ideas, opinions, and information if they speak with them. Furthermore, Brindley (2020) made a useful distinction between the interactional functions of speaking, which are concerned with the establishment and maintenance of social relationships, and the transactional functions of speaking, which are concerned with the exchange of information between people.

Based on the research conducted by Brindley (2020), people can talk for three distinct reasons: engagement; transaction; and performance. Each of these public speaking exercises has a specific purpose and necessitates the use of a specific method of instruction to be successful. Besides that, he explained that "talk as interaction" refers to what we normally refer to as "speaking" and describes interaction that is predominantly intended to serve a social purpose. In order to be friendly and to establish a comfortable zone of interaction with others, when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on. The emphasis is more on the speakers and how they wish to present themselves to one another than it is on the content of the presentation.

Talk as transaction refers to situations in which the emphasis is on what is said or done rather than who is speaking (Clements, 2017). While the message and making oneself understood clearly and accurately are of primary importance, participants and their social interactions with one another are secondary considerations. For the purposes of this paper, distinguish between two distinct kinds of discourse referred to as transactions. The first type of circumstance includes situations in which the emphasis is on providing and receiving information, and in which the participants are primarily concerned with what is said or accomplished by the other participants. Transactions

focused on the acquisition or provision of goods or services, such as checking into a hotel or placing an order for meals at a restaurant, are examples of this type of transaction.

As humans, we naturally communicate with one another through a variety of modes of communication. One of them is engaging in direct communication, which we refer to as speaking. Speaking is important in today's communication because people speak almost all of the time and everywhere, such as in public places such as hospitals, schools, airports, bus stations, supermarkets, universities, banks, and other modes of transportation. They speak in order to inquire about or provide information, to clarify a situation, or to issue a directive. Given those circumstances, we can conclude that speaking is one of the most effective modes of communication because, unlike other modes of communication such as pictures or text, when people speak, the message is unambiguous or not be misunderstood (Burns & Goh, 2012).

Verbal communication is at the edge of importance to conduct the information transfers. Therefore, speaking skill is essential to learn, especially for students, so they can communicate well among others. The communication process occurs when students speak by constructing ideas, expressing them feeling, and sending the message to the interlocutors in order to make them capturing the meaning at the end. This process seems very complicated because when speakers speak, they do not only produce words but also produce meaning. It is the reason why spoken language production is often considered as one of the most difficult aspects of language learning.

The primary goal of learning a target language is to become fluent in the languages spoken communication (Vorholt, 2018). Students who master speaking skills in ESL or EFL tend to do well in their classrooms because they have the ability to express agreement or refusal, clarify the materials taught, and convey meanings to their peers and teachers. This also leads to better qualifications in the future, which aids in the pursuit of rewarding careers such as those in law or politics or education or management or motivation, among other fields of endeavor. It is through effective communication that relationships with clients, employees, students, or other interlocutors can be strengthened. In this way, speaking in a second or foreign language is often considered to be one of the most difficult skills to master (Vorholt, 2018). It plays the most important role in the success of students' academic endeavours, without underestimating the importance of the other skills."

Speaking in a second or foreign language is a difficult skill for learners to master because, in order to communicate effectively in a foreign language such as English, learners must be able to apply their knowledge of grammar in a real-world setting. According to Vorholt (2018), speaking is the process of selecting appropriate words and sentences in accordance with the appropriate social setting, audience, situation, and topic matter. A fluent speaker necessitates a wide range of knowledge about the language being learned as well as its application in real-world communication.

Speaking difficulties are a variety of issues that cause someone to be unable to communicate effectively. Goh and Burns (2012) found that language difficulties are actually one of the most significant factors contributing to poor academic performance. In order for students to enhance and improve their communication skills, these issues may become roadblocks in their path. The students' poor command of grammar, vocabulary, and pronunciation are the primary reasons for their difficulties in public speaking. Those difficulties fall under the category of linguistic difficulties.

The psychological problems that students may encounter as they strive to become proficient English speakers are another potential stumbling block. Psychological problems are those that frequently interfere with students' emotional and physical health, their relationships, their work productivity, or their life adjustment, such as being nervous, lacking self-confidence, and being afraid to speak out. These issues may have an impact on a student's ability to communicate effectively in public. There must be immediate action taken to resolve these issues in order to avoid further complications. The earlier teachers assist students in resolving problems, the more confident the students will be when they speak in front of others.

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people use English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of the international languages, English is also being taught in Indonesia in each level of education, such as elementary school, junior high school, senior high school, and even university.

However, in the real condition, it is still difficult for Indonesian students to practice their English ability in daily speaking. Even though they have been studying English for ten years in formal junior high school, and senior high school. They might

get a good score of English in their report card, but they cannot speak English fluently yet (Maxom, 2010).

The aforementioned problems also occur in SMAN 1 Pomalaa based on the interview that was conducted with the English teacher on 9th of February 2021. The English teacher of the school stated that the speaking skills of the second-grade students" of the school is fairly bad. They are not able to answer simple questions in English. The teacher added that the students did not respond to the teacher whenever she asked them questions in English.

METHODOLOGY

The design of this research was descriptive-qualitative. It is designed to gain information concerning to the current status of phenomena and directed toward determining the nature of situation which is exist at that time of the study. It helps researchers to thoroughly examine attitudes, diverse viewpoints and life experiences in order to uncover the dynamics of the situation through a holistic view (Holloway, 2016). The researcher creates a dynamic, holistic vision, analyses terms, records descriptions of informants, and performs the analysis in a natural environment.

The data is collected in the form of words rather than number (Miles, Huberman, and Saldana, 2019). Descriptive qualitative tends to be naturalistic method because this research is conducted in natural setting. The investigation was focused on problems in learning speaking experienced by the second-grade students of SMAN 1 Pomalaa in the academic year of 2021/2022.

This research was conducted at SMAN 1 Pomalaa. This was located in Kolaka Regency, Southeast Sulawesi, Indonesia. This was chosen as the setting of this research because it was one of the schools where the students were lacking in speaking skills. The subjects were 20 students of the 8A class of SMAN 1 Pomalaa. They were chosen as the subjects due to their inability to speak in English when the researcher asked them some questions in English to find out their English-speaking ability.

The researcher used two strategies of data collection in order to answer the research question of this research, namely interview and questionnaires. Interview is generally conducted in qualitative studies and arise when researchers ask one or more basic, open-ended-questions to one or more subjects and record their responses (Creswell, 2012). Interviews can be useful to follow-up with individual responders to

questionnaires, e.g. to further evaluate their responses. Brown and Lee (2015) stated that questionnaires are any written instruments that present respondents with a series of questions or statement to which they were to react either by writing out their answers or selecting them among existing answer. In this study, the researcher provided a closed-ended questionnaire which comprised of 10 questions about problems in English speaking. The questionnaires were distributed to students to know the problems they encounter during English speaking.

There were two kind of data that was gathered in this research, the first was interview data which was a qualitative data that was analyzed by implementing steps provided by Miles, Huberman, and Saldana (2019) there are data reduction, data display and conclusion.

Table 1. Interview Guideline

Item No.	Purposes	Source
A. Linguistics Problems		
Lack of Vocabulary Comprehension		
1.	To find out whether or not the students have speaking problems related to vocabulary comprehension	Goh and Burns (2012); Vorholt (2018); Thornbury (2017)
2.	To find out whether or not the students have speaking problems related to vocabulary comprehension	
Lack of Grammar Mastery		
3.	To find out whether or not the students have speaking problems related to grammar mastery	Goh and Burns (2012)
4.	To find out whether or not the students have speaking problems related to grammar	
Poor Pronunciation		
5.	To find out whether or not students have speaking problems related to pronunciation	Goh and Burns (2012)
6.	To find out whether or not the students have	

speaking problems related to pronunciation

B. Psychological Problem

Lack of Self Confidence

7.	To find out whether or not the students have speaking problems related to self confidence	Martin et al (2020)
8.	To find out whether or not the students have speaking problems related to self – confidence	

Anxiety

9.	To find out whether or not the students have speaking problems related to anxiety	Stones (2012)
10.	To find out whether or not the students have speaking problems related to anxiety	

Table 2. Questionnaire Guideline

Item No.	Purpose	Source
A. Linguistic Problem		
Lack of Vocabulary Comprehension		
1.	To find out whether or not the students have speaking problems related to vocabulary comprehension	Goh and Burns (2012); Vorholt (2018); Thornbury (2017)
2.	To find out whether or not the students have speaking problems related to vocabulary comprehension	
Lack of Grammar Mastery		
3.	To find out whether or not the students have speaking problems related to grammar mastery	Goh and Burns (2012)
4.	To find out whether or not the students have speaking problems related to grammar mastery	
Poor Pronunciation		
5.	To find out whether or not the students have speaking problems related to pronunciation	Goh and Burns (2012)

6.	To find out whether or not the students have speaking problems related to pronunciation	
B. Psychological Problems		
Lack of Self Confidence		
7.	To find out whether or not the students have speaking problems related to self confidence	Martin et al (2020)
8.	To find out whether or not the students have speaking problems related to self confidence	
Anxiety		
9.	To find out whether or not the students have speaking problems related to anxiety	Stones (2012)
10.	To find out whether or not the students have speaking problems related to anxiety	

RESULT AND DISCUSSION

Based on the research, the problems that the students experienced during speaking were divided into two major sources of problems, namely linguistic problems and psychological problems. The problems that were included in the linguistic problems consisted of lack of vocabulary comprehension, poor grammar mastery, as well as poor pronunciation. On the other hand, the lack of self-confidence and anxiety were included in the psychological problems.

The first linguistic problem that the students experienced was the lack of vocabulary with the mean value of 2.9. The mean value meant that the students were affected by the lack of vocabulary comprehension. This was caused by the students' lack of practice. The students stated that they were unable to converse in English clearly due to that. Furthermore, the students' language comprehension was weak, preventing them from communicating effectively in English. This was in line with the findings of Azizah (2016), which found that one of the students' speaking issues is a lack of vocabulary. Vocabulary issues arise when a person lacks the necessary vocabulary to communicate and does not know how to blend such vocabularies into a coherent sentence (Goh and Burns, 2012).

Grammar was the next linguistic problem that caused difficulties. The mean value of this aspect was 2.9 which meant that the students were affected by it. This was caused by the students low understanding of English grammar. The students stated that they were confused about several aspects of grammar, including how to correctly use the verb "to be," as well as the various forms of verbs accessible. Furthermore, the students claimed that thinking too much about grammar made it harder for them to communicate effectively. In their studies, Azizah (2016) and Fitry (2019) found similar outcomes. They came to the conclusion that poor grammatical skills can make speaking English challenging. Furthermore, according to (Goh and Burns, 2012), grammar becomes difficult since students do not acquire the structures of the language. Learners will never be able to successfully communicate in English if they do not understand the rules of grammar.

The last linguistic problem was poor pronunciation. This aspect obtained the mean value of 2.9 on the questionnaire which meant that it affected the students. This problem was caused by the students' unfamiliarity with the pronunciation of many English words. Furthermore, they also stated that English words are pronounced and spelled differently. They continued by saying that it was difficult for them to pronounce them since the way words are pronounced in English is different than the way words are pronounced in Indonesian.

In addition, the researcher came to the conclusion that students regularly use incorrect pronunciations in their written work. The students stated that they commonly mispronounced a huge number of terms, which was consistent with the findings of Erlina's (2019) research on the challenges associated with speaking English. According to research done by Goh and Burns (2012), in order for a person learning a second language to successfully communicate in a new language, they must first become proficient in the aural characteristics of that language.

Furthermore, the lack of self-confidence was the next problem in the category of psychological problems. It was also the most dominant difficulties for the students. It obtained the mean value of 3.2 which meant that this aspect strongly affected the students. When they were told to speak in English, many students stated that they felt self-conscious. This problem was caused by several reasons. The first is the students' shyness that was caused because they did not know what to say. They added that they were afraid of making a mistake. In addition, one of the girls in the classroom admitted

that her friends often laughed at her whenever she spoke in English. This corresponded to the findings of Azizah's research, which she did in 2016. She discovered that students who lack self-confidence typically refuse to speak English. Additionally, Martin et al. (2020) made similar claims. Students will not be able to confidently talk in English if they are unsure of their own abilities to speak English, according to him.

Finally, the last psychological problems that caused difficulties was anxiety. The mean value of this aspect was 2.9. It meant that the students were affected by the aspect. This problem was caused by their awareness of their weak mastery of the English language. In addition, they stated that making a lot of mistakes also caused them to be anxious. Their incapacity to articulate oneself clearly stemmed from their inability to correctly form the English terms in their lexicon, they claimed. This was in line with Azizah (2016), who indicated that anxiety prevents students from speaking English because they are terrified of making mistakes or being ridiculed. Somjai (2015) provided a similar rationale that was consistent with the findings of this research. In this situation, he remarked, students may find themselves with nothing to say to their interlocutors or listeners. When attempting enhance their communication skills, they may experience a variety of emotions such as uneasiness, anxiety, concern, shyness, fear, or the fear of something worse happening.

CONCLUSION

The researcher found out that the second-grade students of SMAN 1 Pomalaa had many problems which hindered them from being able to speak English properly. The problems were divided into two categories, namely linguistic (lack of vocabulary, grammar, and pronunciation) and psychological problems (lack of self-confidence, and anxiety).

The students indicated that they were unable to communicate effectively in English because of inadequate vocabulary mastery with the mean value of 2.9. The student also admitted that they were unable to communicate effectively in English due to inadequate vocabulary comprehension. This finding could be seen from the result of the students' questionnaires as well as interviews. In line with this, Goh and Burns (2012) also stated that the lack of vocabulary still persists everywhere and this is a problem because students need English vocabularies to speak English.

The students also expressed confusion about several aspects of grammar which was shown by the mean value of 2.9. In addition, the students felt that over analyzing grammar hindered their ability to speak coherently in public. The researcher also found out about this through the questionnaires and interview. They did not know how to correctly use "to be" and the various verb forms. This was in line with Goh and Burns (2012) who stated that is very important although can be confusing sometimes.

Furthermore, when asked if they were unfamiliar with the pronunciation of various English terms, the students responded affirmatively. They claimed to have learned a large number of English terms. however, they said that they were difficult to pronounce because English words are spoken differently than Indonesian words. This was shown with the mean value of 2.9. This is in line with what researchers discovered that students frequently mispronounce words. Goh and Burns (2012) stated that students regularly mispronounced certain words.

In terms of psychological problems, the students admitted that they were often self-conscious when communicating in English. They also indicated that they felt self-conscious since they were unsure of what to say and worried about making a fool of themselves. They were also self-conscious since they didn't know what to say and were afraid of making a fool of themselves. Several girls have complained that their peers tease them whenever they speak English in front of the entire class. This was also shown through the result of the questionnaire which showed the mean value of 3.2. This was in line with Martin et al (2020) who stated that self-confidence plays a big role in the success of speaking English.

Moreover, their anxiety was fueled by the realization that they had weak English communication skills. They also claimed that they are uncomfortable when speaking English because they make mistakes on a regular basis. This was also shown by the mean value of 2.9 that they got. As was expected, the students expressed their apprehension. Somjai (2015) stated that students are often unable to express themselves if they lacked the ability to control their anxiety.

The researchers would like to suggest teachers to do their best in teaching speaking skill. The researcher hoped that they will find new method or literary method in teaching speaking skill to the students. The researcher also wanted to suggest the students' parents to make English become habitual in-house environment. The researcher believed that good habit of speaking English and building confidence should

start at home. The researcher also suggests students to be braver to practice their speaking skills. Good motivation comes from within and that's what the students should foster so that their English speaking skill will be improved. Lastly, the researcher suggests researchers to conduct more research on students' speaking skill because it is one of the most important skills to master for the students.

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