

A Study on the Students' Problems in Speaking English at the Eleventh Grade of Man 1 Subang

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ABSTRACT

This study aims to identify the problems faced by students in learning English speaking skills and to describe why do those problems occur. The problems of this study are (1) what are the problems faced by students at the Eleventh grade of MAN 1 Subang in English speaking? (2) why do those problems occur? This study uses the qualitative and takes observation, interview guide and questionnaire. The study is descriptive qualitative, and the subject of this study is the students at the Eleventh grade of MAN 1 Subang. To get the data, the researcher uses observations, questionnaires and interview guide. The researcher focuses to Psychological Problems and Language Problems. The result showed that are related from theory from (Juhana, 2012, p. 104) about fear of mistakes and lack of confidence, because Based on the result of the study, the researcher concluded that: the result showed that many students have problem with their confidence, the students are feeling afraid if people will laugh at them if they do a mistake while speaking English. And many students are feeling lose their self-confidence when they do a mistake and someone correct their English.

Keywords: Speaking, Students' Problems, Speaking Skill

INTRODUCTION

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. cited in Florez (Florez, 1999, p. 2). Its form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (declining an invitation or requesting time off from work), can be identified and charted (Cunningham, 1999, p. 4). Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

They need to speak English to practice their skill. It is useful for their future job. if they don't get used to speak English, they will have a problem in English. As in fact, it is found that

many students are afraid of learning English for several reasons, such as fear of making mistakes when speaking English, shy to express, lack of confidence, it can be concluded that the problems that exist when these students are influenced by psychological problems and language problems. Speaking is considered as a necessary skill, because it's essential role in facilitating learners to master English. It enables student to express themselves creatively, imaginatively and to communicate with other effectively. The condition in this country, however, shows that only few students can speak in the target language with confidence even after learning the language for six years or more. Most of the students are able to understand English text, but they have no ability to speak and communicate in English. According to French cited by Sofyan "speak is considered to be the foundation of language work. In learning a foreign language, therefore, students should be provided with materials and the condition that can help them to speak in the target language" (Sofyan, 2018, p. 8).

So far, from four skills that students have to learn, the most difficult skill is speaking subject. According to McDonough cited by Khasinah (Khasinah, 2014, p. 256), "Speaking is a process difficult in many ways to dissociate from listening". The difficulties may because by shyness or personality factors. And another factors that makes speaking does not run well is the difficulties in pronunciation, stress, intonation or overall rhythm (Khasinah, 2014, p. 269).

THEORETICAL FRAMEWORK

The problems in speaking can be seen from two factors, there are psychological problems and language problems.

Psychological Problem

Psychological problems are related from Abraham H. Maslow theory, Maslow's theory cited in (Hanachor, 2017, p. 5) is aranged hierarchically in a pyramid which explains that human basic needs are started from lower level of the pyramid and to the top of it.

a) Shyness

Many students experience the emotional state of shyness when they are expected to speak in English class. One of the current issues with students' speaking abilities is shyness. Shyness is a concern in speaking classes. Shyness also a problem in speaking learning class, so be aware on this aspect is also important in order to help the students do their speaking performance in the classroom, Gebhard cited in (Humaera, 2015, p. 36). According to Baldwin in (Juhana, 2012, p. 101), speaking in front of people is one of the more common phobias that

students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

b) Fear of Mistakes

Numerous scholars contend that students' hesitation to speak in English in class is primarily caused by their fear of making mistakes. According to Aftat cited in (Juhana, 2012, p. 12), this dread is related to the problem of criticism and unfavorable judgment. Additionally, learners' fear of ridicule from their peers or punishment from the teacher has a significant impact on this. Because of this, the student's motivation is poor and taking part in a speaking event. Because students may learn from their mistakes, it is crucial for teachers to reassure them that making mistakes is neither wrong nor harmful.

c) Lack of confidence

When students recognize that their conversation partners have not understood them or when they are unable to understand another speaker, they frequently experience a lack of confidence. They would rather remain mute while others speak in this instance, demonstrating the students' lack of confidence in their ability to communicate. According to Tsui's citation of Nunan cited in (Januariza, 2016, p. 469), students who lack confidence in their ability to communicate in English inevitably experience communication anxiety. As a result of the aforementioned explanation, the teacher needs to focus more on boosting the students' speaking confidence.

d) Anxiety

According to Horwitz (2001) cited in (Juhana, 2012, p. 102), anxiety is a sensation of tension, trepidation, and nervousness in the context of learning a foreign language. One issue that can prevent students from feeling at ease during speaking performances is anxiety. According to Horwitz cited in (Sutarsyah, 2017, p. 145) asserts that students' performance may be impacted by their concern over speaking a specific language. People may perform less fluently than they actually are and the quality of spoken language production may be affected. According to the description given above, the instructor should try to establish a learning environment that allows students more comfortable circumstances while engaging in their learning activity.

e) Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua cited in (Januariza, 2016, p. 470) adds that motivation is an inner energy. She says that no matter what kinds of motivation the learner process it will increase their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

Language Problem

According to Penny Ur cited in (Mulyaningsih, 2021, p. 102), the student's speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

a) Nothing to Say

Students frequently lament their inability to come up with anything to say and lack of drive to communicate. According to Rivers cited in (Leong, 2017, p. 35), it's possible that the teacher selected a subject that is inappropriate for him or about which he knows very little since the students had nothing to say. Many students find it challenging. to answer when their teachers instruct them to speak in a foreign language because they might not know what to say, what vocabulary to use, or how to apply the grammar properly cited in (Leong, 2017, p. 38).

b) Inhibition

The students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

c) Low or Uneven Participation

Each student will have a very limited amount of speaking time in a large group because only one person can speak at a time so that the others can hear him or her. The chance for the pupils to speak English is not equal. Some students have a propensity to dominate while others talk barely or not at all.

d) Mother Tongue Used

Students believe their native language to be simpler than their second language. When speaking in a second language, the students frequently use their mother tongue. The kids will feel at ease performing this task because of this problem. Harmer cited in (Leong, 2017, p. 34) suggests some reasons why students use mother tongue in class. First off, if the students are asked to explain a subject, they are unable to understand, they will use their own language

to express themselves. The usage of one's mother tongue is natural, which is another factor. Additionally, if the teachers don't promote it, explain anything to someone else in their original language. Finally, kids will feel at ease using their language if teachers do it frequently.

METHOD

This study conducted a qualitative design. The reason of using a qualitative design is that this study aims to describe the information related to how the students realized some problems in speaking English made by the eleventh graders of Islamic Senior High School at MAN 1 Subang West Java. At the end of the study, descriptive qualitative will be conducted in order to describe the findings of the study.

The researcher analysed the data of instruments to get the inference or research result. This technique is to find out what are the problems faced by students at the Eleventh grade of MAN 1 Subang and to analyzed why do those problems occur. In this research, the researcher analyzed the data by using descriptive analytic, where the data that was collected is processed in qualitative. The purpose of data analysis was to describe, factual and valid about students' problems in speaking English at the Eleventh grade at MAN 1 Subang. The data analysis was conducted regarding to the instruments used in this research. Having collected, several steps were undertaken to analyze the data gained. The steps undertaken for data analysis were divided into three main parts, which were analyzing field observation, analyzing questionnaire data from students and analyzing the answer from interview technique from the teacher.

The data are collected from the field observation when the students are doing KAMIS INGGRIS activity, and the researcher try to observed about their fluency in their speaking, vocabullary mastery, and also their pronunciation. The data are collected from questionnaire to students and the reseacher analyzed to get some information of student's problems. In addition, the data will be interpreted to address the study and drawing conclusions. To analyze the data, the researcher employed the formulas as follows:

a) The Likert Scale scoring

No	Scale	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Undecided	3
4.	Disagree	2
5	Strongly Disagree	1

(Sugiyono, 2012:136)

- b) After the researcher collected the fulfilled of questionnaire, the researcher counted the total answer for each answer category which exist in each aspect.
- c) Then, the data obtained from the questionnaire analyse by using the percentages techniques.
- d) After calculated percentage of the data from questionnaire, the researcher interpreted the data conduct the information and predicted the result of student problems in psychological and language aspect in English speaking skill.

The data from observations and the data from questionnaire will be analysed from the researcher, and then the researcher have a question for the teacher, and then the researcher try to analyse the teacher answer.

RESULT AND DISCUSSION

Based on the data from the Observation the students are not active in speaking English because of a lack of self-confidence when they speak English in front of their friends. They are afraid of being laughed at by their friends when they say wrong words in English. Thus, making them afraid to volunteer in speaks English in daily life or in front of class. Meanwhile, the data analysis from the observations the students are not active in speaking English because of difficult to pronounce words clearly. They are still difficult to differ in pronouncing vowel and consonant. It is caused in pronouncing vowels and consonant between Indonesian and English are different so sometimes it made them confuse to pronounce vowel and consonant in English. The difficulty of saying English words can be caused by the fact that they rarely train their tongue to say the word. Thus, that their tongues cannot pronounce English words correctly.

From the questionnaire that distributed to all students, the researcher can get the data what kind of the students' speaking problem and how many percent students that have the speaking problem.

Student's Psychological Problems in English Speaking

Table 1. Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	9,8%
2.	Agree	28	38,9%
3.	Undecided	16	22,3%
4.	Disagree	18	25%
5.	Strongly Disagree	3	4%
Total		72	100%

Students' Language Problems in English Speaking

Table 2. Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	5,6%
2.	Agree	24	33,3%
3.	Undecided	30	41,6%
4.	Disagree	10	14%
5.	Strongly Disagree	4	5,5%
Total		72	100%

The interview was answered from Mr. Moch Riyan S.Pd. The researcher found that the teacher confirms all data that has been found by the observations and questionnaire are the problem that the students have been faced so far.

The data analysis from the questionnaire the students are not active in speaking English because of difficult to pronounce words clearly. They are still difficult to differ in pronouncing vowel and consonant. It is caused in pronouncing vowels and consonant between Indonesian and English are different so sometimes it made them confuse to pronounce vowel and consonant in English. The difficulty of saying English words can be caused by the fact that they rarely train their tongue to say the word. Thus, that their tongues cannot pronounce English words correctly.

The research findings are in line with the theory from Dea Aris Fitriani (2015) "Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary". Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. The researcher also found vocabulary as the language problems in speaking English. Vocabulary is the most important thing when we want to speak English. If we don't know the vocabulary in English, we will never be able to speak English. Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. Thus, before wanting to speak English you must first learn and master the English vocabulary so that you can speak English fluently. In addition, many students also do not active speak English because of grammar. Usually students are also afraid of speaking English because of the grammar that always makes students dizzy. English grammar is very difficult to learn. The results of this study are different from the results of previous studies. Previous research found the biggest students' language problem was grammar, while the results of this study

found the biggest language problem of students was the pronunciation. In summary, students speaking problems many students are problematic in the pronunciation of the English word because they rarely practice the tongue saying the English word. Then, the lack of knowledge of student's vocabulary because it is rare to open a dictionary to memorizes vocabulary. Grammar is also a big problem for students to speak in daily English activity.

CONCLUSION

Language problem is pronunciation. This problem is element of speaking that makes the students difficult to speak English well. Most of the students are difficult to pronounce words clearly. They feel difficult to differ from pronouncing vowels and consonant in English and Indonesia language that sometimes make them confuse to pronounce vowel and consonant in English. Then, most of the students say that this element makes them difficult to speak English well. There are some causes why the students get difficulties in term vocabulary. Firstly, the students are too lazy to practice speaking, sometimes they embarrassed in practicing speaking English with their friends. Secondly, they are too lazy open their dictionary. They only use the dictionary if the find difficult or strange words in the lesson material. The last is grammar. Students' difficult to speak English well is grammar. The students frequently speak English in inaccurate oral grammar. They do not completely master the tenses in grammar. The result showed that many students are feel nervous and afraid being laughed, because they friend who always laughing at them when the students saying in a wrong pronunciation.

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