



AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT SMA SWASTA NURUL IMAN TANJUNG MORAWA

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Keywords	Abstract
<i>Keywords: Students' Difficulties, Factors Students' Difficulties</i>	This research aimed to find the students' difficulties, the causes, and the solutions of students' difficulties in speaking English at SMA Swasta Nurul Iman Tanjung Morawa. This method used in this research is a qualitative method. The respondent of this research is the students class X-IIS 3 that consists of 10 students and chose by purposive sampling technique. The data collection technique of this research used observation, interview, and questionnaire. The questionnaire used Linkert Scale that consists of 15 questions. The result of this research showed that the most from respondent have difficulties in speaking English. The students have difficulties in pronunciation, lack of grammar, difficult to memorize vocabulary, afraid to speak, shy to speak in front of the class, not confidence, and have no motivation in learning speaking English. Furthermore, the causes of students' difficulties in speaking English are the lack of grammar, lack of motivation, shyness, anxiety, and afraid make a mistake. The researcher also found the solution of students' difficulties in speaking English, namely the student needed conducive class, new strategies from the teacher when teaching speaking English, and also the teacher must give more motivations for the students.

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INTRODUCTION

Nowadays, language is one of important tools of communication that is used to convey the message or the intent that the transmitter wants to say to the listener or receiver. Someone's ability to use good language is can added the value for that person. Language is considered to be a system of communication that using symbols and words in expressing a meaning, using sound, idea or thought (Daulay, 2019). Language is used by many people in the world as their aids in greeting to other people. According to Halliday, language is in the first instance a resource for making meaning (Halliday, 2014). Harmer and Pourhosein Gilakjani in Leong & Ahmadi, they said that we are all as human being has a complex process in human communication. A person needs communication if we want to say something to other people. A speaker says something related with the goals that the speaker has to deliver in listener. Speaker and receiver can use language for their necessity in daily life (Leong & Ahmadi, 2017: 34-41).

According to Bahadorfar and Omidvar (2014), there are several reasons why speaking must be mastered by English learners. First reason because speaking is most crucial part in learning and teaching English. Second, for language learners very important in mastered speaking. Third reason is speaking is instrument that be used in evaluate the ability of foreign or second language learners.

According to Daulay (2018), students can make mistakes in deliver their ideas in speaking English in teaching learning process. Speaking in English learning has become an important topic to discuss. The better a person's speaking ability, the better the person's ability to communicate orally. Furthermore, the first-grade students at senior high school should capable in speaking English, at least in daily conversation. Unfortunately, there are still many people or students who do not dare to speak English. This is because they are still shy in speaking English. This case also happened to students at SMA Swasta Nurul Iman Tanjung Morawa. Through preliminary observations made by the researcher at the school, the researcher conducted a brief interview with the English teacher at the school and the teacher said that there were still so many students who did not dare to speak English. They are embarrassed when the teacher asked them to speak in English and avoid it. To solve it, the researcher wants to do research that can find the problems and the causes of students' difficulties in speaking English.

Based on the explanation above, the researcher tried to find 1) What are the students' difficulties in speaking English? 2) What are the causes of the students' difficulties in

speaking English, and 3) What are the solutions to solve the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa?

LITERATURE REVIEW

Definition of Speaking

According to Harmer, speaking is the ability of people to speak fluently and can delivered they are feelings to other people, the ability not only in knowledge of language features but also the people have ability to process language and information (Harmer, 2007). Likewise with Mackey, he said that speaking is an activity to express something that is not only concerned with rhythm and intonation, but also an activity to convey information accurately and can be easily understood by others (Mackey, 2007).

Based on the theories above, can be concluded that speaking is an ability of someone who is give positive effect to increase good speaking skill. Speaking not only about rhythm and intonation, but also how we delivered our feelings or something to other people and convey the right meaning. In speaking, if someone wants to be listened or be responded with interlocutor, contents or words that used must include good manner.

Function of Speaking

There are three functions of speaking, namely talk as interaction, talk as transaction, and talk as performance (Richards, 2008).

a. Talk as interaction

Talk as interaction usually carried out between one person to another as a social function.

b. Talk as transaction

Talk as transaction focus on what someone said or did. The main purpose of talk as transaction is to deliver information or ideas accurately and clearly so that the interlocuter can easily understand what the speaker tries to say to the listener.

c. Talk as performance

Talk as performance actually has function as transmit information, or refers as public talk.

The Component of Speaking

According to Brown (2001), there are some aspects that should be recognized in learning speaking.

a. Pronunciation

According to Gilakjani (2012), pronunciation is a rhythm, intonation, and stress to producing sounds.

b. Grammar

According to Hirai (2010), grammar is the way to produce a sentence and make good language.

c. Vocabulary

Vocabulary is words that person master in a language.

d. Fluency

Fluency is measuring tool used to see a person's ability to speak.

e. Comprehension

Comprehension is a skill that has in analyzing news, and can formulate the representations the meaning of sentence.

The Characteristic of Successful Speaking Activity

To make the students carry out in speaking successfully, the students need to fulfill the characteristics of successful speaking activity.

a. Students speaking more

To make students more active in speaking, a teacher must give more time to listen to his/her students.

b. Balance participation

In teaching and learning activities, every student must be given the same opportunity to speak to deliver their opinions about the subject matter being discussed.

c. High motivation

The student will be more active during teaching and learning activities in the classroom are fun and make them have a role in the class. How the way the teacher teaches the students is also very important to build high motivation from students itself.

d. Language is at an acceptable level

In this case, a teacher must be able to provide understanding to students so that they are able to convey information, responses, or ideas in clear language and can be understood by other students.

The Factors of the Difficulties of Speaking

According to Brown, there are some difficulties in speaking English, namely (Brown, 2001):

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The students often do the redundancy because they are confused what will they say. However, the student has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variables

In performance variables, the students often do performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate when they were talking.

e. Colloquial language

Sometimes in colloquial language, the students still do not know about the words, idioms, and phrases of colloquial language and that they do not get practice in producing these forms.

f. Rate of delivery

The other salient characteristic of fluency is rate of delivery. In this case, the students must acceptable speed along with other attributes of fluency. Through rate of delivery, a teacher will know the progressed of the students' ability in speaking English.

g. Stress, rhythm, and intonation

Sometimes, the student has a difficult in this case. Stress, rhythm, and intonation actually give the effect when someone speaks. The three of them, show the fluent or not in speaking English.

h. Interaction

When the students want to improve their speaking ability, automatically the students must do interaction with other people to help them in speaking English. Through interaction, the students will know their shortcomings in speaking.

METHOD

This research was conducted at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa, which is located on Jalan Pasar XIII Desa Limau Manis, Deli Serdang, Sumatera Utara. The researcher used qualitative method in this research. According to Tracy (2013), qualitative research method focuses on the thick description of context and often emerges from situated problems in the field. This method also called as an artistic method, it is because the process of research is more of a nature art (less patterned), and it is called an interpretative method because the data of research is more concerned with the interpretation of data that found in the field (Sugiyono, 2013).

Technique of Collecting the Data

In this research, the researcher was collected the data use observation, interview, and questionnaire.

a. Observation

During the research, the research was be one of part in the class that was observed the condition and learning process, and also the researcher will not teach directly. The researcher was observed the class to know the students' difficulties in speaking and the cause that faced by the students.

b. Interview

The researcher was used interview because the researcher wants to know the deeper information from informants about situation that can be analyze through observation.

c. Questionnaire

The questionnaire was use as document that consists of the questions for all samples in research. The informant was filled the questionnaire relate with instructions that give by the researcher. The researcher gave 15 statements in questionnaire sheet. The questionnaire used Likert Scale that was categorized into Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Technique of Analyzing the Data

a. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on important things, and looking for themes and patterns. With thus, the data that has been reduced will provide a more detailed picture clear, and make it easier for the researcher to collect the data, and search for it when necessary

b. Data Display

After the data has passed phased of reduction, the next step is displaying the data. In qualitative method, data display can be done in form brief descriptions, charts, relationships between categories, flowcharts and so on. The one most frequently used to present data in qualitative research is a text like narrative text.

c. Conclusion Drawing/Verification

The initial conclusions were stated that it is still temporary, and will change if not found strong supporting evidence at the collection stage next data. But, if the conclusions are put forward at that stage preliminary, supported by valid and consistent evidence at the time of the researcher back to the field of collecting data, then that conclusion presented is a credible conclusion.

FINDING AND DISCUSSION

The Students' Difficulties in Speaking English at Tenth Grade of SMA SwastaNurul Iman Tanjung Morawa

Table 1. The Percentage of Questionnaire Result

No.	Statements	The Percentage of Questionnaire Result			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am not confident to speaking English in front of the class.	0%	90%	10%	0%
2.	I am very confident to speaking English in front of the class.	0%	10%	60%	30%
3.	I am afraid and nervous when teacher asked me to speaking English.	10%	90%	0%	0%
4.	I am very happy when teacher asked me to speaking English.	0%	50%	50%	0%
5.	I am afraid use wrong grammatical in speaking English.	0%	70%	30%	0%
6.	I kept speak English although not mastered in grammatical.	10%	30%	60%	0%
7.	I have trouble in speaking English because my dialect.	0%	70%	30%	0%
8.	I never talk using English because difficult in pronunciation.	40%	20%	30%	10%
9.	I am afraid of being laughed when speaking English.	0%	40%	30%	30%
10.	I am shy when I have to talk using	0%	80%	20%	0%

	English.				
11.	My environment makes me excited to speaking English.	10%	0%	90%	0%
12.	My environment is not makes me excited to speaking English.	30%	50%	20%	0%
13.	I lack motivation to learn English specially to speaking English.	0%	50%	20%	30%
14.	I am not mastered of tenses and grammar so I difficult to speaking English.	40%	60%	0%	0%
15.	I have not lots of vocabularies in English.	0%	30%	30%	40%

The difficulties source from the internal of the students itself. The students' difficulties based on the observation above were the students still afraid to speak in English, the students shy if their pronunciation wrong when their speak English. Furthermore, the result of questionnaire also explained that the students have the difficulties in grammar and vocabulary. It can be saw in statement number 5 and 14, the percentage shown that as many as 70% and 60% of the students have a difficulty in grammar and vocabulary.

The Causes of the Students' Difficulties in Speaking English at Tenth Grade of SMA

Swasta Nurul Iman Tanjung Morawa

The students feeling was not interesting in English class, so that the students' perception if speaking English was difficult and become something scary in their whole life. The other causes are when writing and reading in English are very different. This thing makes student confused and at the end the students cancel their plan to speaking English. Furthermore, mastered in grammar and tenses also become the cause of students' difficulties in speaking English, it is because the students have less knowledge about that and the teacher give less feedback for the students. Moreover, the causes is become essential thing that must be fast responded by the teacher in the school so that the students can be better in speaking English.

Solution of the Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta

Nurul Iman Tanjung Morawa

The solution got from the result of interview with the students. The students' needed to new atmosphere in the class such as statement below.

Interviewer: *"Menurut pendapat kamu, bagaimana suasana di dalam kelas yang dapat meningkatkan antusias dalam belajar berbicara bahasa Inggris?"*

Interviewer: *"In your opinion, how is the atmosphere in the classroom that can increase enthusiasm in learning English especially in speaking?"*

Informant 1: *"Kondisi kelas harus kondusif, Kak."*

Informant 1: *"The class conditions must be conducive."*

Informant 2: *"Kalau gurunya sama temennya harus sefrekuensi, Kak. Pasti nyambung kalau belajar dan enak nangkap ilmunya."*

Informant 2: *"The teachers and friends need to same frequency, so it will easier to got the knowledge."*

Informant 4: *"Guru harus menggunakan strategi yang baru dalam mengajar."*

Informant 4: *"The teacher has to used new strategy to teach."*

Informant 6: *"Kondisi kelas memang harus tenang, Kak. Biar nyaman belajarnya."*

Informant 6: *"The class condition must quiet to reach the comfortable in study."*

Informant 8: *"Punya sistem belajar yang nggak monoton, Kak."*

Informant 8: *"The learning activity is not monotonous."*

From the result of interview above, the researcher found that the students need good condition in the class. The class that has good condition or good atmosphere will bring the happiness and it will make the students enjoy during follow the lesson. The students will easy to increase and will give more attention to the teacher. Furthermore, the students want to have a teacher or friends who have the same frequency in learning speaking English. The students needed to be given more motivation during the class. If students have the motivation or friends who has same frequency, it will be easier to make students faster in mastered the material.

In addition, the students also said that they needed new learning model during the lesson, like singing or games that makes the students' speaking skill increase and mastered in speaking English. Besides, that, friends also can give positive impact to the other students. If each the students supportive in learning and not make bullying or make some noise, the other students can enjoy and comfort during the lesson.

CONCLUSION

Based on the result of the research, the researcher found that the students' difficulties in speaking English, the cause of students' difficulties in speaking English, and the solution of students' difficulties in speaking English at tenth grade of SMA Swasta Nurul Iman Tanjung Morawa.

Students' difficulties in speaking English were from the internal of the students themselves. The students still afraid to speak in English, the students shy if their pronunciation wrong when their speak English. The students feeling was not interesting in English class, so that the students' perception if speaking English was difficult and become something scary in their whole life.

The causes of students' difficulties in speaking English actually can source from internal and external the students itself, it depends on how the way of the students' perception about English. the students got the difficulties like shy, afraid, not confidence, *etc.*, because the students have the cause such as in pronunciation. The students afraid make mistakes when their teacher asked them to speak in front of the class because the students not good in pronunciation. mastered in grammar and tenses also become the cause of students' difficulties in speaking English, it is because the students have less knowledge about that and the teacher give less feedback for the students.

The students need good condition in the class. The class that has good condition or good atmosphere will bring the happiness and it will make the students enjoy during follow the lesson. The students also said that they needed new learning model during the lesson, like singing or games that makes the students' speaking skill increase and mastered in speaking English. Besides, that, friends also can give positive impact to the other students. If each the students supportive in learning and not make bullying or make some noise, the other students can enjoy and comfort during the lesson.

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