

An Analysis Students' Difficulties in English Speaking Skill at MAN 1 Natuna

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Abstract

This research describes the analysis of student difficulties in English speaking skills faced by 10th Grade students of MAN 1 Natuna in the 2021/2022 academic year. This research used qualitative research methods. The researcher chose class X IPA 1 as the object with a total of 27 students. In collecting the data, researcher used observations, and interview. From the data analysis, the researcher found some conclusion The problem of students in mastering speaking skills is that students have limited vocabulary, they confused to pronounce words in English, lack of grammar, fail to speak fluently, and have difficulty understanding what the speaker is saying. In addition, students inhibit to practice speaking English and usually use their mother tongue. The cause of students having difficulty in mastering speaking skills refers to the learning objectives, it can be concluded that students have psychological factors such as lack of confidence, fear of being wrong, anxiety, shame and lack of motivation that hinders them in practicing speaking in English. These factors, such as fear of making mistakes, are generally caused by their fear of being laughed at by their friends

Keywords: Students problems, speaking problems, Descriptive Qualitative Research

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INTRODUCTION

Language is an important thing in our lives, because everyone needs language as part of communication or communication activities with other people. It is difficult to do all activities without language. Everyone uses language as a means of communicating with each other to express personal reactions to situations to

stimulate other people's responses and think about something. That is, language is a communication tool to express what we think.

In learning English, especially as a foreign language, there are four skills, one of which is speaking skills. This is because most people believe that speaking is the most crucial ability to develop throughout the history of EFL teaching and learning. Aside from that, speaking is a necessary ability in English. It is a very useful ability in the process of learning English, in addition to being a communication tool.

Speaking is a skill that many pupils find challenging to learn. Students may have issues with pronunciation, grammar, vocabulary, fluency, and comprehension when participating in speaking activities (Brown, 2004).¹⁰ Due to all of that, it is difficult to describe that foreign language as a common global language. Finally, some believe that speaking is the most important skill to acquire because it is used to determine how well a learner comprehends a language. Furthermore, in Indonesia, job applicants are occasionally expected to be able to speak English (Anggraini, 2014).

Speaking is not only about theory but also emphasizes aspects of speaking proficiency. Humans speak not only to utter language sounds but also have a specific purpose. The language which is means of communication is a benchmark for speaking proficiency. The meaning of Speaking ability is important in terms of a profession because it demonstrates one's maturity and personality (anggraini,2014)

Based on the results of the study conducted at MAN 1 Natuna from September to December, it can be concluded that students are very difficult to learn and understand English so that student's interest in learning English in more detail is still lacking. This fact reveals how many mistakes students make in English pronunciation, where they are required to know the importance of using English.

The fundamental mistake made by the students of MAN 1 Natuna was that they had difficulty understanding what was being said. Mistakes that are often made by students are mistakes in pronouncing words so that misunderstandings occur. In addition students have the poor motivation to learn English since they believe it is a tough language to comprehend. Many pupils also believe that the teacher's method is uninteresting, resulting in a low level of interest in studying English.

Errors in pronunciation occur due to several factors, one of which is psychological factors which usually occur because of nervousness and ever fear. Because they are embarrassed or fearful of being mocked by their peers, they are hesitant to ask questions. The shyness experienced by students makes them not confident to speak English or respond to questions we give.

As a result, speaking anxiety is a condition that practically every foreign language learner encounters. While learning to speak English, English language learners frequently exhibit stress, worry, or anxiety, and claim to have a mental block against learning English (Amiri and Ghonsoly, 2015). So, it is expected that a large number of frequent foreign language learners experienced anxiety when learning English, particularly during speaking activities. This is a challenge that both beginners and advanced foreign language learners face. Even the majority of higher-level students suffer from anxiety.

From the explanation above, the researcher limits the explanation to only focus on speaking skills and pronunciation. Speaking skill and pronunciation is very important that mastered by every language learners because one is called mastering a language when they can demonstrate the speaking skill.

METHOD

The researcher were use a qualitative design in this research. Qualitative research examines occurrences in their natural surroundings, aiming to understand or interpret events in terms of the meaning humans assign to them (Schrieber and Asnerself,2001). The qualitative study is descriptive. It suggests that the qualitative research in this research is primarily descriptive. In this research, the researcher tried to collaborate descriptively.

The researcher examines the process of teaching speaking and pronunciation to 10th-grade students at MAN 1 Natuna in the first semester, as well the problems and causes of the students' difficulties in speaking English and pronunciation. Subject in this research the participants were the first-semester students in class 10th MAN 1 Natuna for the academic year 2021/2022. Class 10th of IPA 1 has 15 students out of a total of 27. Subject in this research, the researcher utilized a technique as purposive sampling the determine (Glenn,2009).

The research there used certain taken in this research to gather data from the beginning to the completion of the teaching-learning process. As a result, the researcher used questionnaires and tests to gather the data. The instrument is as follows: observation, interview and questionnaire. In this research observation was used to get information about human behavior by watching and recording without any direct contact.

The observation is only take the role of observer to step away from the role as students and get another point of view of the situation. It is a fundamental way to find out about the real thing around us.

The interview is used to collect data about students' problems and causes of students' problems in mastering speaking skills. As well as, the purpose of this interview is to make sure about the result of observation and to get more data related to this research. In this research questionnaire was used to find out students ability in speaking and pronouncing and to find out the causing factors difficulties in speaking English and mispronouncing. According to Sugiono (2011), the questionnaire is a list of the question given to others who are willing to respond by user requests. For analyzing the data, the researcher were used two components for the descriptive qualitative data: data reduction and data display.

FINDINGS AND DISCUSSION

1. Result of Observation

The data of observation has been identified as described in the following discussion. Before teaching and learning was begun, the teacher had prepared the materials in procedure. In the observation process, the teacher reviews the previous lesson. Then, the teacher starts the lesson. After that, the teacher explains the concept and introduces the material to be taught, namely descriptive text. Next, the teacher helps students to understand English words by modeling how to tell a descriptive text. Then, the teacher asks the students to come to the front of the class to choose the theme of the descriptive text that has been made. Students are given 5 minutes to understand the descriptive text obtained from the given prompt card.

Then students are asked to come forward one by one in front of the class to retell the descriptive text. Then the teacher asked the students to explain the descriptive text theme that the students had obtained by recording the student's explanation.

After that, students told the descriptive text obtained from the prompt card in front of the class. The researcher analyzed the students' speaking ability through their appearance in front of the class. Students found out difficult to pronounce words in English correctly when they speak in front of the class, they do not know the correct vocabulary and do not know how to make sentences well.

After learning has complete, the teacher closes the lesson by repeating the material that has been studied. Finally, the teacher closed the lesson by saying hamdalah and not forgetting to say hello, the students answered the teacher's greeting.

2. Result of Interview

Researcher found students' problems in mastering speaking skills based on the teacher's opinion. The researcher gave 12 items to English teacher. Numbers 1 to 7 were about students' difficulties in mastering

speaking skills. Furthermore, numbers 8 to 12 were about the causes of students' difficulties in mastering speaking skills. Here, some samples of the dialogue:

1. Question: Do you agree that students have lack of vocabulary?

Answer: yes, students have lack of vocabulary, so when students want to speak in English they cannot speak well, and then the students do not talk or say anything in the classroom.

2. Question: Do you agree that students do not know how to pronounce well in English?

Answer: yes, sometimes the students cannot speak in English well because they do not know how to pronounce the words well and they usually use their mother tongue.

3. Question: Do you agree that students difficult to distinguished words that have the similar pronunciation?

Answer: yes sometimes in English they met the similar words that they cannot speak accurately, for example word "three" and the word "tree". They difficult to distinguished the word that have similar pronunciation.

4. Question: Do you agree that students cannot form the sentences well?

Answer: sometimes, the students did not know how to make good sentences in English because in English, they must learn about grammar.

3. Result of Questionnaire

Researchers also distributed questionnaires to students to support the results of class observations and interviews. Questionnaires were given to students who were randomly selected from class X IPA 1 which consisted of 27 in total.

The questionnaire aims to gain a deeper understanding of students' problems and the causes of students' problems in mastering speaking skills. In addition, the questionnaire consists of 15 questions. From numbers 1-7 there are questions about students' problems in mastering speaking skills. Furthermore, from numbers 8-15 there are questions about the causes of students having problems in mastering speaking skills. Some results of the student questionnaire can be seen as follows:

Respondent 1:

- Questionnaire number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, because vocabulary is very important to speak in English.

- Questionnaire number 2: Do you feel that learning vocabulary can improve your speaking skills?

Answer: yes, because vocabulary is very important for improve speaking skills.

- Questionnaire number 3: Do you feel that vocabulary is closely related to your speaking ability?

Answer: yes, because the lack of vocabulary greatly affects the ability to speaking.

- Questionnaire number 4: Do you agree that do not know how to pronounce well in English is the one of the problems that you faced in mastering speaking skill?

Answer: yes, because I don't know how to pronounce the words in English correctly.

- Questionnaire number 5: Do you feel difficult to distinguish words that have the similar pronunciation in English?

Answer: yes, for example in word "Now" and "No".

4. Result Data Analysis

Data reduction is the first component or level in the qualitative data analysis model. It describes the method of picking out, narrowing, streamlining, abstracting, and altering the information found in written field notes or transcriptions. Data reduction requires the organization, meaningful reduction, or reconfiguration of a large amount of data. Data were gathered for this study via observation, interviews, and a questionnaire.

For the observation, the researcher concluded that the students' problems in mastering speaking skills were in accordance with the theory, namely: lack of vocabulary, difficulty pronouncing English words, not knowing correct grammar, lack of fluency and understanding. The results of the interview show that the teacher agrees with the theory of the problem of mastery of speaking skills, and the causes of the problem of mastery of speaking skills. Based on the data, researcher do not need to eliminate or reduce interview data with English teachers because the data are in accordance with the theory. Based on the data, researchers do not need to eliminate or reduce student questionnaire data because the data is in accordance with the theory.

5. Discussion

The researcher can conclude that speaking is a human ability to convey messages to listeners in a good way in several contexts, and listeners understand the message. In this section, the researcher wants to discuss the findings of the speaking learning process in the classroom as the formulation of the research problem. Researchers discussed students' problems in mastering speaking skills. This study was prepared by research

participants; they are students of class X IPA 1 semester I for the academic year 2021/2022 who have been observed.

Researchers made observations to find out what problems students faced in mastering speaking skills. Researchers conducted research by observing the class, interviewing English teachers and giving questionnaires to students to find out the problems and causes of problems in mastering speaking skills faced by students.

a. Students' Problems in Mastering Speaking Skill

During the research the researcher found that students had problems in mastering speaking skills, namely: students had a lack of vocabulary so that students could not make good sentences, students felt confused about how to pronounce words well, students felt confused in composing sentences to speak in English. In addition, the students are still not fluent, and also they find it difficult to understand words in English.

Based on the results of the problems, it can be concluded that the problems that occur in students in mastering speaking skills, namely: vocabulary, pronunciation, grammar, fluency and understanding. After the researcher analyzes and finds the research findings, it is hoped that the researcher will contribute to the research in a better direction. Mastery of speaking must be supported by mastery of the components of speaking itself, namely: vocabulary, pronunciation, grammar, fluency and understanding.

b. Causes of Students' problems in Mastering Speaking Skill

After conducting research, the researcher found the causes of students' problems in mastering speaking skills. Based on the results of interviews with teachers and the results of student questionnaires, the researchers drew several conclusions about the causes of students having problems in mastering speaking skills.

Based on interview data and questionnaires, the researcher found that most of the students did not feel confident to speak English. In addition, they are afraid of making mistakes, feel anxious, and embarrassed when they want to speak in English. The next cause of the problems faced by students in mastering speaking skills is the low motivation to learn English, especially in speaking. The causes of students' difficulties in mastering speaking skills are: lack of confidence, fear of being wrong, shame, anxiety, and lack of motivation.

Based on the findings in the research above, it can be concluded that according to the actual conditions. It can be concluded that the causes of students' difficulties in mastering speaking skills are lack of confidence, fear of being wrong, shame, anxiety, and lack of motivation in learning English, especially in speaking skills.

CONCLUSION

After collecting data and analyzing the research results, the researcher draws several conclusions. Based on the data analysis, it can be concluded that: The problem of students in mastering speaking skills is that students have limited vocabulary, they are confused to pronounce words in English, lack grammar, cannot speak fluently, and have difficulty understanding what the speaker is saying. In addition, students inhibit to practice speaking English and usually use their mother tongue.

So, for the cause of students having difficulty in mastering speaking skills refers to the learning objectives, it can be concluded that students have psychological factors such as lack of confidence, fear of being wrong, anxiety, shame and lack of motivation that hinders them in practicing speak in English. These factors, such as fear of making mistakes, are generally caused by their fear of being laughed at by their friends.

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