

**AN ANALYSIS OF STUDENT DIFFICULTIES IN SPEAKING ENGLISH: A
CASE STUDY AT THE SECOND GRADE STUDENT OF SMKN 2 MATARAM
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Abstract

In the age of this modern years, English language is the language used the most around the word. In learning English in the classroom students sometimes worried to speak by using English. So that, their ability to use English in oral communication is less capable than in written communication. In this research, researcher analyzed the student difficulties in speaking English. Also the problem and the causes of the student difficulties at the second grade student of SMKN 2 Mataram at Tour and Travel Departement. In conducting this research, researcher used the video observation and questionnaire to find the data from the student. The video observation conducted to collect the data of student difficulties in Speaking English and the questionnaire used to support the data and to analyze the dominant factors cause's students difficulties. At the end, the data analyzed by data analysis method such as identification, classification, description and explanation. The video observation result shows that student's score in speaking English skills were under competence. Score C and D given because the students were not mastered those skills. Vocabulary appear as the difficulty that students mostly faced. Followed by Grammar and Pronunciation. Moreover, the questionnaire result shows that the dominant factor that cause student difficulties are come from both Internal and External factor. These two factor are unseparated in causing the students difficulties in speaking English. The internal factor that dominantly causes the students difficulties in speaking English is lack of knowledge and External factor dominantly causes the difficulties are Teaching and learning process, The teacher's feedback, the classroom atmosphere were effect the Teaching learning process. Teacher should improve the quality of their teaching and learning method. The method should be appropriate with the students, and teacher should give the students change to express their ability to speak in English.

Keyword: Speaking Skills, Tourism Industry, Student's difficulties.

Abstrak

Pada masa sekarang, bahasa inggris paling banyak di gunakan di seluruh dunia. Pada proses pembelajaran bahasa inggris di dalam kelas, siswa takut untuk berbicara di depan kelas dengan menggunakan bahasa inggris. Sehingga, hal ini menyebabkan kemampuan siswa dalam berbicara bahasa inggris sangatlah kurang di bandingkan dengan komunikasi secara tertulis. Di dalam penelitian ini, penulis menganalisis tentang kesulitan siswa dalam menggunakan bahasa inggris untuk berbicara. Selain itu penelitian ini juga menganalisis masalah kesulitan siswa dan faktor yang dominan menyebabkan kesulitan siswa di kelas dua UPW SMKN 2 Mataram. Dalam melaksanakan penelitian ini, peneliti menggunakan observasi video dan kuisioner untuk mendapatkan data dari siswa. Observasi video dilakukan untuk mengumpulkan data dari kesulitan siswa dalam berbicara bahasa inggris dan kuisioner digunakan untuk mendukung data tersebut dan untuk menganalisa faktor yang dominan menyebabkan kesulitan siswa. Selanjutnya, data di analisa dengan menggunakan metode analisis seperti mengidentifikasi, mengklasifikasikan, mendeskripsikan dan menjelaskan. Hasil observasi video menunjukkan bahwa nilai siswa dalam penilaian berbicara bahasa inggris di bawah standar. Nilai C,D dan E di berikan karena siswa tidak menguasai kemampuan tersebut. Kosa kata merupakan kesulitan yang paling sering di hadapi oleh siswa, di ikuti oleh tata bahasa dan pengucapan. Selanjutnya, hasil dari kuisioner menunjukkan faktor yang dominan menyebabkan kesulitan siswa berasal dari faktor internal dan externa. Kedua faktor ini tidak bisa dipisahkan karena menyebabkan kesulitan siswa dalam berbicara menggunakan bahasa inggris. Faktor internal yang dominan adalah kekurangan pengetahuan, serta faktor external yang dominan adalah kegiatan belajar mengajar, respon guru kepada siswa, dan metode pembelajaran. Guru harus meningkatkan kualitas metode pembelajaran yang digunakan. Metode yang digunakan harus sesuai dengan siswa dan guru harus memberikan kesempatan kepada siswa untuk berbicara menggunakan bahasa inggris.

Kata kunci: kemampuan berbicara. Industry pariwisata, kesulitan siswa

I. INTRODUCTION

In learning English in the classroom students sometimes worried to speak by using English. So that, their ability to use English in oral communication is less capable than in written communication. Students are afraid of using English in speaking because of their mistake or they do not know what to say or even worried about their own friend who is listening to them.

The main problem is that the student's ability to speak in front of the classroom in order to present their own idea and their self-confidence which is needed in present something are less.

In this research, researcher analyzed the student difficulties in speaking English. Also the problem and the causes of the student difficulties itself. In conducting this research, researcher used the questionnaire and observation to find the data from the student.

II. LITERATURE RIVEW

a. Speaking Skills

The major goal of English language teaching, especially at school is to give the learners the ability to use English both in oral or written communication. Even though English has 4 skills, speaking may be the most important skills of English. According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse, in which speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct.

Speaking skill is the process while people communicate orally to give or receive an information. Bygate (1987) defines that "Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer."

b. Students Difficulties

a. Internal Factors

This factor comes from the individual itself or the students feeling when they are speaking English. Internal factor can be defined as those

that a language learner brings with in their learning situation. In addition, Rababa'h (2005) stated that are many factor that cause difficulties in speaking English among English learners, some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. The internal factor which cause student difficulties in speaking English are: Fear of Mistake, Shyness, Anxiety, Lack of Confidence, Lack of Motivation and Lack of Knowledge.

b. External Factors

External factors come from the environment of student. The internal factor which cause student difficulties in speaking English are: Teaching and Learning Process, Teachers feedback and Classroom Environment.

c. Types of Speaking Difficulties

There two main criteria in speaking English proficiency, those are fluency and accuracy. These factors becomes the types of difficulties which affect students' ability to speaking English. Also, these factors are the crucial things that student should able to mastered in speaking English. Harris (1969) in his Rubic of assessment says that students types of criteria of difficulties, those are: Fluency, accuracy, Grammar and Vocabulary.

III. Research Approach

a. Research approach

In this research, the researcher used descriptive research design as a method. Descriptive method involves collecting data, analyzing the data, finding the models, and drawing the conclusion based on the data without taking account into general concussion (Hadi, 1989). The aim of this research is to find the factor of student difficulties in speaking English at SMKN 2 Mataram

b. Population

This research took the eleventh grade students in the SMKN 2 Mataram the population of the research. According to Arikunto (2010)

“Population is all research object, when there is someone who wants to make research all elements in the research area, the study or research is also being the population study or census study”.

The population taken from all department in SMKN 2 Mataram, such as Tour and Travel Department, Accounting Department, Marketing Department, Software Department and Office Administrator Department.

c. Sample

The sample in this research is second grade student of class UPW1 at Tour and Travel department of SMKN 2 Mataram. This sample is chosen because tour and travel department is the class in which English is used more frequently than in the other class. The UPW 1 class is chosen because the student's score in speaking English were varied. Tour and Travel department require their students able to speak English in written and oral forms, because they will face guests who speak English in their industry. The sample take from eleventh grade students of SMKN 2 Mataram, XI UPW 1, there are 43 students at UPW 1.

d. Instrument of research

1. observation

For the first step, researcher conduct the observation for the class which become the sample. The observation conduct to find out the speaking ability from the student. In this step, researcher collected the data of students' ability of speaking from the teacher test. In this observation, researcher also took the video from the sample. The video is contain with students task of speaking ability. In this video student were perform their speaking ability in Speaking English.

2. Questionnaire

The Interview with the subject specialist by using the speaker's first language (Bahasa Indonesia). In terms of conducting the interview, a list of questions were used to investigate the language needs in this selection of industry, such as e-ticketing booking and reservation, guiding, and tour planning. The interview recorded and later transcribe for further

analysis. There are list of questions are prepared before conducting the interview.

e. Data Collection

In this research, the researcher used questionnaire and video observation as a method of collecting data. The video is taken from student's task from the teacher. The video contain with students speaking ability which recorded by the teacher. The duration of the video is about 4 – 5 minute for each students. The questionnaire consists of close and open-ended questions..

f. Data Analysis

1. Identification

In this step the researcher identified the difficulties which faced by the students in speaking English and the factors contribute students' difficulties in speaking English by using questionnaire and the data from the observation. In this step, researcher got various data because the students has different answers.

2. Classification

In this step, the data taken from the students' identifications which is classify into their own classifications. The data from video were classified to answer the first research question. This data were analyzed by rubric assessment based on Harris (1969) (appendix 3). Moreover, there are some classifications of difficulties which arrange as a question in the questionnaire. The data of which is the answer of close-ended questions analyzed by calculating the percentage of the answer of each questions based on students' choices. The percentage counted by using this following formula from Prihartini (2014):

$$P = \frac{\sum \text{Numbers of students in one point}}{\text{Numbers of students}} \times 100 \%$$

P= Score Percentage

Σ : Number of student in one point

N : Number of students

100 : Constant Number

After the researcher counted the percentage of students' answer, then the researcher divided it into some parts, which are the cause of the difficulties from internal and external factors.

Next, in open-ended question, which are contain with the types of difficulties faced by the students, the answer served and written by the researcher in tabulation. The last, the researcher explained about the result of the data and elaborated it in order to take it as a conclusion in the final chapter of the research.

3. Description

In this next step, the researcher describe the classification of the students' difficulties in English speaking, and exemplified each classification of difficulties.

4. Explanation

In the last step, the researcher explain more deeply about the students' difficulties and their classifications and give some examples. Besides that, the researcher also explain the causes of students' difficulties. In speaking English based on students' interview and speaking activity.

IV. Finding and Discussion

a. The Difficulties Faced by the Students In Speaking English

The following table is the percentage of student score of speaking test based on the video observed. This data taken from observation of videos which taken from Tour and Travel Department Class that is X UPW1 class of SMKN 2 Mataram as a sample. Each student were scored based on their own video (see appendix 2) and calculated based on the method of data analysis on chapter 3.

Table 4.1.1 Students Speaking Test Score Percentage

No	Kind of Difficulties	Score				
		competence		Uncompetence		
		A	B	C	D	E
1	Vocabulary	0%	12 %	63 %	25 %	0%
2	Grammar	0%	30 %	70 %	9 %	0%
3	Pronunciation	0%	23 %	67 %	9%	0%

The next following table is the result of the calculation of the percentage about students' kinds of difficulties. The data calculated from the score got by the students. The score C and D imply that students were face the difficulties on each of types of difficulties. The sample is the Tour and Travel Department Class That is X UPW1 class of SMKN 2 Mataram.

Table 4.1.2 Students types of difficulties percentage

No	Type of difficulties	Percentage
1	Vocabulary	88 %
2	Grammar	79 %
3	Pronunciation	76 %

b. The Dominant Factor Cause Student Difficulties In Speaking English

a. Internal Factor

Based on the data of research, the most crucial things that affect student's difficulties is lack of Knowledge. The questionnaire data shows that 98 % of students were agree that their knowledge about English were limited. This knowledge including the Vocabulary, Grammar and how to pronounce the word and the sentences.

This data were supported by the observation of the Video. The video observation shows that the students ability in mastery the English component were less competence. The student's score of the speaking test of the video were under the competencies. 63 % of the students got C and 25 % got D in Vocabulary Mastery, 70 % of the students got C and 9 % got D in Grammar Mastery and 67 % of them got C and 9 % got D in pronunciation scoring.

This data shows that the Less of Knowledge is the Internal Factor that basically cause the students difficulty from the students itself. Knowledge about the language is the most important point that students should mastered.

b. External Factor

The next factor which cause student difficulties is External Factor.

As researcher mention above, Internal and External Factor were unseparated in causing students difficulties. Researcher found that the external factor that dominantly cause the students difficulties are teaching and Learning Process and Teachers Feedback.

The data that researcher gather from the questionnaire given to the students shows that 83 % of the respondent were agree that teachers presentation in the classroom were unclear. They often don't understand with the teacher's explanation of the materials.

Moreover, students also bored with teacher's material and teaching method. The 90 % of respondent agree that teacher's material were not interesting. And 78 % of them agree that the method of Teacher used in teaching learning process also uninteresting. The method were monotone and unchanged

The next external factor is Teachers Feedback. 64 % of the student agree whether their teacher didn't give them a score when they try to speak by English. Moreover, 81 % of the students agree that 81 % of the students feel that their teacher didn't give a response when they were speak in English.

V. Conclusion and Suggestion

This study described about the problem that relate to the causes of the students difficulties in speaking English, Based on the result of this study, it can be concluded that:

1. The dominant difficulties faced by student are related to the mastery of important point. Those are Vocabulary, grammar, and pronunciation.
- 2.

No	Type of difficulties	Percentage
1	Vocabulary	88 %
2	Grammar	79 %
3	Pronunciation	76 %

The data from the videos observation table result shows that 88 % of the student score shows that vocabulary is the most type of difficulties in speaking English. The observation of the students speaking test shown that student's problem is their less knowledge of English vocabulary. Based on the data of videos observation result, 79 % of the student's indicate that grammar is the types of difficulties that make them difficult to speak in English. Students sometimes confused to arrange the sentences, because they do not sure about the grammar. The data shows that 76 % of the students were have the difficulty in pronounced the English word.

3. The dominant factor that cause student difficulties are come from both Internal and External factor. These two factor are unseparated in causing the students difficulties in speaking English.
- 4.

Statement	Agree	Strongly disagree
My vocabulary about the topic is very limited	98 %	2%

The table above shows the internal factor that dominantly causes the students difficulties in speaking English is lack of knowledge. This is the most crucial factor, because it effect the whole factor of student's difficulties. The questionnaire result show that the students were 63 % agree and 35 % strongly agree with this statement. It is found the similar thing in the open-ended question which show the vocabulary as the type of difficulties that students faced most.

- 5.

Statement	Agree	Strongly disagree
Teacher explanation	83 %	17 %
Uninteresting teacher and material.	90 %	10 %
Boring classroom activities	78 %	12 %

External factor dominantly causes the difficulties are Teaching and learning process. This factor causes the students difficulties because the process were unproductive. The unproductive teaching and learning process

affect student's ability in learn the Language. This factor are caused by teacher's materials and the learning methodology that teachers used in the classroom.

The teacher's attitude who comes late to the class, the classroom atmosphere were effect the Teaching learning process. It becomes the factors that affect 81 % of the students. It is 81 % respondent agree and 9 % were strongly agree that they thought that teachers material were uninteresting.

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