

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN SPEAKING  
A DESCRIPTIVE STUDY AT SECOND GRADE YEAR STUDENTS OF SMPN 1**

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**Abstrak**

Tujuan dari penelitian ini adalah peneliti ingin mengetahui kesulitan siswa dalam berbicara bahasa Inggris di SMPN 1 Baitussalam. Peneliti menggunakan kualitatif deskriptif sebagai metode dalam penelitian ini. Teknik pengumpulan data dalam penelitian ini adalah pertanyaan dan interview yang digunakan sebagai instrument. Setelah menganalisis data peneliti menemukan bahwa ada dua faktor kesulitan siswa dalam berbicara bahasa Inggris yakni faktor linguistic dan faktor non linguistic. Kesulitan siswa dalam faktor linguistic adalah tata bahasa Inggris, pengucapan kosa kata Inggris dan kosa kata Inggris. Siswa tidak dapat berbicara bahasa Inggris berdasarkan tata bahasa Inggris. Mereka tidak mengerti penggunaan kata kerja dalam kalimat Inggris. Penggunaan tata bahasa Inggris dalam bicara mereka masih salah. Kemudian kesulitan siswa dalam bicara Inggris dengan pengucapan kosa kata bahasa Inggris. Karena mereka tidak tahu bacaan bahasa Inggris. Dalam bahasa Inggris tulisan dan bacaan berbeda. Karena bahasa Inggris mempunyai suara khusus. Siswa itu kurang menguasai kosa kata bahasa Inggris. Sedangkan kesulitan siswa dalam faktor non linguistic adalah kurang percaya diri, motivasi, dan lingkungan. Siswa kurang percaya diri dalam berbicara Inggris karena mereka takut salah ketika mengucapkan kosakata dan ditertawakan. Sedangkan motivasi siswa dalam belajar bahasa Inggris berbeda, sebagian siswa motivasi dalam belajar bahasa Inggris karena mereka ingin untuk bisa bahasa Inggris dan sebagian siswa tidak termotivasi belajar karena bahasa Inggris dianggap sulit. Terakhir kesulitan siswa dalam belajar bahasa Inggris adalah pengaruh lingkungan. Minimnya latihan dalam berbicara Inggris membuat mereka merasa malu ketika berbicara bahasa Inggris ditambah dengan lingkungan sekolah mereka yang menggunakan bahasa ibu dalam berbicara sehari – hari.

**Kata Kunci:** kesulitan siswa, kemampuan berbicara deskriptif

**Abstract**

*The purpose of this study was the researcher want to know about students' difficulties in speaking and to know students speaking ability at SMPN 1 Baitussalam. The researcher used descriptive qualitative research as the method in this study to collect techniques in this study. The questionnaire and interview as instrument After analyze the data, and the researcher found two factors to students' difficulties in speaking: linguistic and nonlinguistic aspects. In terms of linguistic factors are grammar, vocabulary, and pronunciation. The students speaking English do not base on base. They do not understand the use of the verb in the tenses. The use of grammar in*

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*their speaking is still incorrect. Incorrect students' difficulties with the English word's pronunciation, Because they do not know spelling English. In English, spelling and writing are different because English has a specific sound. The students are lack in mastered the vocabulary in speaking. The students are anxious when they were speaking for a long time because of the lack of speech. Simultaneously, students' difficulties in communicating in nonlinguistic factors are less self – confidence, motivation, and environment. The students are less self – confident in speaking. .they are afraid of wrong when speaking English and fearful of laughing by their friend. The students' motivation in speaking learn differently. Some students' motivation in speaking learning and some students do not understand the reason in education speaking. The last student difficulty in speaking is the environmental effect. The students still lack practice in English because they feel shy when English speaking and Their environment used their mother language in daily life.*

**Keywords:** *Students Difficulties, Speaking Ability, Descriptive Speaking*

## **INTRODUCTION**

Speaking is an important skill that students have to master because it can help us to express an expression to other people, how to send idea, how to spell word well, and how to persuade other people to believe what we are talking about, and speaking also useful for showing our capability.

Moat (2016:88) says that speaking seem to be an important skill that a learner should acquire. Speaking one of skill very important the students learning and mastered, because it is the fundamental of learning a language. Speaking hold the important roles in learning English the purpose of speaking is students are able to use English well in oral communication.

Speaking is required by people to interact among them. In speaking activity, many things that should be paid attention, not only relate to what is being spoken, what the language is used, but also who is our interlocutor. In addition, a good speaker should pay attention what is the topic is being spoken by him, what the language that he/she used in order to be understood easily by his listener, and to whom he/she speak. Hence, speaking is a tool to communicate ideas that are arranged and developed accordance with listener's need (taiga, 1987, cited in Masada, 2008). It means that the speaker must strive communicate his/her ideas clearly so that those ideas can be accepted well accordance with what is wanted by the listeners.

According to Nunan (2003) speaking is oral skill which consists of producing system verbal language to convey meaning. He also adds speaking is someone's ability to express idea feeling, thought and emotion and to respond the other speaker orally. Speaking is the productive skill verbal language when students speak. The produce of the text and it should be meaningful in the nature of communication, the students can find to speaker, the listener, the message and the feedback. It is mean that speaking is an activity

to express feeling and idea orally, there are some examples of speaking activities, they are dialogue, interview, speech act and etc.

Muskvale (1998, as cited in Abebi & Den eke, 2008) stated that interaction is a stimulus responsive situation with exchange the degrees verbal or non-verbal that would result in positive or negative feeling in the individual function as the agents of interaction. When the teachers and the students interact with each other, they can create conducive classroom environment. This type of classroom environment will stimulate learning and make both the instructor and students feel satisfied, which eventually leads to the effective learning process (Abdullah et al., 2012).

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According to Hybel (2001: 45) speaking is the ability to produce words in language practice. Therefore, in teaching speaking English the teacher could recognize the students' ability to produce the target language or English. Speaking is to think a loud, using the voice or talk.it means, when students interacts with other by using a language as a mean certainly, they want to convey something important, for example: they want to utter their feeling and thought. It is strongly impossible for students to make a communication with other without having any purpose. Because of that, a students should learn how to speak in order to be apprehended by other students and teacher.

Speaking fluent English is a common problem among the non-native. Speaking is one of the most difficult skills language learners face in language learning. It is believed that speaking is the most importants of the four language skills. Many learners' stated that they had spent so many year studying English language but they cannot speak it appropriately and understandably (Bueno, N, et., 2006).

In teaching and learning process commonly the students have problem from actually in learning language, every student must speak up. It is started from trying it the practice continuously without feeling afraid. Every mistake can be corrected and the

students can learn from those mistakes to develop their speaking ability, because the purpose of learning to speak English is the students have to be able to express their idea, to practice dialogue, to tell the story, and especially to communication with the friends at school or in their daily conversation. Therefore the students need to interactive and creative in speaking in order that can producing receiving and processing the information. They cannot quiet. They have to communicate with other people for getting producing skill. Speaking is productive skill because we produce the language when we speak and the students have to construct the meaning.

Speaking is an activity to express emotions, explore the language, and reaction. Someone who speaks is called as speaker which able express their language to the listener to communication, people can interact to the others spontaneously. Brow (2004:140) defines Speaking as a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test- takers listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers having to action what they listen and make their contribution at high speed. Speaking and listening are closely interview in the communication; effective communication cannot if that skill does not function well.

Learning to speak considered more difficult by the students than learning to understand the spoken language. This simply that in learning to speak the students not only listen to speakers but also practice their speaking ability in real communication.

Some previous research is related to factors difficulties in speaking, which are related to students' factors difficulties in speaking. Those research have found that the main speaking difficulties encountered by grade 5 students are linguistics difficulties, mother tongue use, and inhibition (Samira, 20014). Another research as found that students faced problem in speaking English related to pronunciation, fluency, grammar, and vocabulary ( Sayuri, 2016 ). Next research has found that the factors affect students' English speaking performance were low self- esteem, higher anxiety, and low motivation have serious difficulties in speaking skill (Lai- Mei Leong & Seyedeh Masoumeh Ahmadi, 2017).

According to Rivers in Rwanda (2004:7), what the students needs in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In

other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

Edam taves (2015:587) states that there are three main categories of students while speaking English. The first lack vocabulary, the students might be anxious about not being able to use already acquired vocabulary. The second is concerns about pronunciation, the students did not have confidence in pronouncing the words and they are afraid of mispronunciation. The last grammatical concerns, the students feel hesitant about speaking English since they want to make grammatically accurate sentences and they are afraid of making mistakes. There are three categories that influence English learning. The first lack vocabulary, the students anxious when want long speak, because vocabulary they mastered so few and they hesitant use vocabulary, vocabulary use not standards. The second students less of confidence when utterance pronouncing the words and they are afraid mispronunciation. The last grammatical concern, the students afraid sentence they make less precise.

Zhang in ( Nakhalah, 2016) said that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communication orally in English. In addition, Rababa'h in ( Nakhalah, 2016 ) pointed out that many factors that cause difficulties in speaking English among EFL learner. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the Environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. There are some difficulties faced by the students in speaking the English language.

Dealing with the theories above, speaking ability in expressing their ideas orally fluently with precise vocabulary and good or acceptable pronunciation which is represented by the scores of speaking. It will do by students with a good speech; the students make a good speech with a good word, pronunciation, grammar and others. The students can express their ideas because they can choose a good word and use that word more efficient.

Learning to speak considered more difficult by the students than learning to understand the spoken language. This simply that in learning to speak the students not

only listen to speakers but also practice their speaking ability in real communication. There are two main reasons for getting students to speak in classroom. The first is speaking activities provide rehearsal opportunities, chance to practice real - life speaking in the safety of the classroom. Second, speaking tasks in which students try to use any orally of the language they know provide feedback for both teacher and students (Harmer, 2007: 123).

Based on the result of the observation that has been done in august 2018 at SMPN 1 Baitussalam. There were some reason about the students speaking problems: Student's failed to reach the goal of the learning speaking. They can not speak English well and the student's motivation to learn speaking is low. They less master the speaking English the students more passive and reluctant in speaking. When the teacher ask questionnaire they cannot answer. Learning speaking skill seems to be for the goals that have been targeted by the teacher. The students sometimes face many difficulties in learning speaking because many factors influence them.

Based on the background above the researcher formulated some problem factors that cause students difficult in speaking. Therefore the researcher would like to conduct the research under the title: An analysis of students' difficulties in speaking at SMPN I Baitussalam.

## ***METHODOLOGY***

Research is one of the ways for solve the problem scientifically and need a way or method to do the research. In this research, researcher uses qualitative descriptive, because the researcher tried to analyze of student difficulties in speaking at junior high school. This study employed qualitative research. Paradigm as an intensive, holistic description, and analysis of a single instance, phenomenon, or social unit ( Alwasilah, 2011). In addition, preissle ( 2008: 19) defined qualitative research as a loosely defined category of research design or models, all of which elicit verbal, visual, tactile, and gustatory data in the form of descriptive like field notes, recording, or other transcription. The participants of this study are 20 students in VIIa class at SMPN 1 Baitussalam. Instrument used in this research is questionnaire and interview. According to sugiono (2014: 142) that a questionnaire is the technique to found efficien data. The data collection process was done though Interview. Which the participant answer 1o question and though questioner by answering 8 question.The research Interview an English teacher and distributed questionnaire to 20 students.

## RESEARCH FINDING AND DISCUSSION

The research was conducted at SMPN 1 Baitussalam, in grade V11a, 20 students for research subject. The result of questionnaire can be shown in the following.

Some students do not like learning English. Because for them learning English is very comfortable. They want to be able to speak English and mastered English fluently. Some students like to learn English because learning speaking English very difficult in terms of pronunciation and grammar. The students are difficult in pronouncing vocabulary because the students did not understand how to read or pronounce the English alphabet. For Example, the alphabet (a) pronounce (e), but they pronounce (a) as the pronunciation in Indonesia. The other students' problem is their do not confidence when speak english even the subject is daily routine. They get afraid when the word which is pronouncing from them is wrong and keep thinking about that. They use English only in the English class or doing their assignment in front of the teacher. When they have interaction with friend they only use Indonesia. The student difficulties in speaking is environmen effect. The students rarely try practice English, them feel shy when English speaking because. Thier environment used mother laguage in daily life . The role play method that used by the teacher can help them to mastering English speaking. The students often learn speaking English by practicing dialogue and drama in front of the class. This activity is very good in sudents learning because they do not study individually but in a group or have partner to speak each other.

The students interested in learning speaking different some students are interested in learning speaking, because they wish success to master speaking English. In learn speaking English always enthusiastic despite learning speaking difficulties for their. Some student do not interesting learning speaking, because for them learning speaking is very difficult. then students in speaking English do not based on grammar. They do not understand the use of verb in sentences. In English grammar verb changes example: present and past tense. Both tenses use different verb but the students only use the present tense. The using of grammar in their speaking is still incorrect. Pronunciation is one of the aspects that should be mastered by students in a language. Pronunciation system in English language is unique. They have difficulties with the pronunciations of the English words because they do not know spelling English. In English between writing and spelling are different because English has specific sound. In learning speaking

English the students use two language Indonesia and English. They use Indonesia language if they do not know or forget the vocabulary when speak in English. The students do not want to stop their speaking because of that they mix the language. The students difficulties in speaking are the lackin mastering vocabulary in English. The students cannot communicate effectively to expresss their ideas because they do not have sufficient vocabulary. They learn speaking by memorizing the vocabulary. The vocabulary organized into a sentence. Then they practice speaking in the front class by role play and dialogue. The students sometimes complain when learning speaking. They bored. They cannot English. The teacher sometimes explains the material use full English. The students do not understand so that make they bored learning speaking. The teacher used role play modelto motivated the students in learning speaking. The students motivated and active in speaking class They become confident in English speaking in class because it do not bored and make them more interest in learning speaking. Activities done by the students in learning speaking is dialogue, drama, and role play in front class. These activities can give opportunities for students to speaking English.

The result of research that has been done by the researcher there are two factors influence students difficulties in speaking. They are linguistic factor and non linguistics factor.

The linguistics factor comprises the lack of vocabulary, the lack of understand the grammar and difficult in pronounce English words. Because linguistic factor is the basic fondation to geta good speaking. Edam taves (2015: 587) states that there are four main categories of students while speaking English. The lack of vocabulary, pronunciation, the last grammatical. This is the four categories that influenced student while they are speaking.

Whereas nonlinguistics are lack self - confidence, motivation and environment effect. In term of the Non- linguistictic factor of Sadtono, ( 1995) and Mohammad (2018), it show that the no- linguistic influence the learning of Engglish speaking skill of thai students in English department. the students interestin learning English speaking.based on of research find that some of students are don't motived, don't interest in learn speaking and the students lack self- confidence when speak English. This three categories will difficulties for they can speaking English. Motivation also will influences the success they in speaking.

To solve this problem the teacher must always support them in learning speaking. The teacher need to motivate them especialy in improving self confidence. The teacher



presents some new words and give the students some practices then helps them to use and remember the words. The teacher must apply the ways how to pronounce the word correctly and give exercises about grammar to students in order to assess their understanding.

### ***CONCLUSION AND SUGGESTION***

Based on the result of the research, the researcher concludes that students' difficulties in speaking as follows:

Some of the students are motivated in speaking. They always respond to answer the questionnaires and interest on information given by the teacher. Some of the students do not motivated to learn English speaking. They are only quiet and sleepy.

The students' ability to pronounce English is still less precise because they less of confidence and afraid mispronounced the English word in speaking. The students are less self - confidence in speaking because they feel shy and worry when speaking English in the class. The students is also lack of mastered vocabulary in speaking. The students are anxious when speak in a long time because do not know the vocabulary. The students' ability in use grammar in speaking are very weak. They cannot make a correct sentence in speaking. The students always make a mistake when speaking English. Moreover, students are difficult in using a correct grammar in speaking. They are still less of preposition, plural, singular and etc. The students do not understand about tenses. That is why they cannot use the verb in tenses which are present time, past time, or future time. The teacher used role play model to motivated the students in learning speaking. The students motivated and active in speaking class, they become confident in English speaking in class. The student difficulties in speaking is environment effect. The students rarely try practice English, they feel shy when English speaking because. Their environment used mother language in daily life.

Based on the results of the research, some suggestion are follow: for the teacher. The teacher can motivate the students and make teaching and learning process, more interesting and enjoyable, so the students will not get bored and they feel more confident to perform their speaking in front of the class. For students the students must many mastered vocabulary, self - confident, practice English every day, so that can speak English fluently. For researcher expect to develop and search for something related to speaking difficulties from the side that has not been discovered, and become new finding that can be useful for students and teacher.

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