STUDENTS' DIFFICULTIES IN SPEAKING ENGLISHAT THE ELEVENTH GRADE OF SMK NEGERI 2 SIDUAORI

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Abstract

The objectives of this research were to find out the types of students' difficulties in speaking English at the eleventh grade TKJ of SMK Negeri 2 Siduaori and to explain the factors Students' difficulties in Speaking English to Eleventh grade TKJ of SMK Negeri 2 Siduaori. This research was applied in qualitative research design and the data were obtained through the classroom observation and interviews. The data were analyzed by using Miles and Huberman theory such as data reduction, data display and conclusion drawing and verification. The result of this study showed that the students at the Eleventh grade TKJ of SMK Negeri 2 Siduaori were experienced the students' difficulties in speaking English they are pronunciation, vocabulary, grammar, fluency and comprehension. The factors that to the students' difficulties in Speaking English such as speaking in front of the class, being called by the teacher, incomprehensible input or unclear explanation, being ridiculed by peers/classmates, appropriate teaching method, low self-esteem, lack of vocabulary, lack of pronunciation, lack of grammar, lack of fluency and lack of comprehension and the students' beliefs about learning English, English is excessive, and stressful learning experience. The researcher figured out that the sources of these factors are not only come from the teacher but also from the students. This research showed that the teacher's awareness of the students' difficulties in speaking English is insufficient. Thus, it is extremely important to increase teacher's awareness since speaking is the main factor which affects the students' learning Knowing the students' speaking on English learning will absolutely influence the teacher in treating the students properly. The students should respect each other and support each other in growing together and developing skills in the class.

Key Words: Students' difficulties; factor difficulties; speaking English

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesulitan siswa dalam berbicara bahasa Inggris pada kelas XI TKJ SMK Negeri 2 Siduaori dan untuk menjelaskan faktor-faktor kesulitan siswa dalam berbicara bahasa Inggris pada kelas XI TKJ SMK Negeri 2 Siduaori. Penelitian ini diterapkan dalam desain penelitian kualitatif dan data diperoleh melalui observasi kelas dan wawancara. Data dianalisis dengan menggunakan teori Miles dan Huberman seperti reduksi data, display data, dan penarikan kesimpulan serta verifikasi. Hasil penelitian ini menunjukkan bahwa siswa kelas XI TKJ SMK Negeri 2 Siduaori mengalami kesulitan siswa dalam berbicara bahasa Inggris yaitu pengucapan,

kosa kata, tata bahasa, kefasihan dan pemahaman. Faktor-faktor yang menyebabkan kesulitan siswa dalam Berbicara Bahasa Inggris seperti berbicara di depan kelas, dipanggil oleh guru, masukan yang tidak dapat dipahami atau penjelasan yang tidak jelas, diejek oleh teman/teman sekelas, metode pengajaran yang tepat, rendah diri, kurang kosakata, pengucapan yang kurang, tata bahasa yang kurang, kefasihan dan pemahaman yang kurang serta keyakinan siswa tentang belajar bahasa Inggris, bahasa Inggris yang berlebihan, dan pengalaman belajar yang penuh tekanan. Peneliti menemukan bahwa sumber faktor-faktor tersebut tidak hanya berasal dari guru tetapi juga dari siswa. Penelitian ini menunjukkan bahwa kesadaran guru terhadap kesulitan siswa dalam berbicara bahasa Inggris masih kurang. Oleh karena itu, sangat penting untuk meningkatkan kesadaran guru karena berbicara adalah faktor utama yang mempengaruhi pembelajaran siswa. Mengetahui kemampuan berbicara siswa dalam pembelajaran bahasa Inggris akan sangat mempengaruhi guru dalam memperlakukan siswa dengan baik. Para siswa hendaknya saling menghormati dan mendukung satu sama lain dalam tumbuh bersama dan mengembangkan keterampilan di kelas.

Kata Kunci: kesulitan siswa; faktor kesulitan; berbicara bahasa Inggris

A. Introduction

Language is a system communication that enables human to work together. Without language students' will not be able to communicate with another. Language makes it possible for individuals to live in society. The social role of language and the reality that people use it to express themselves and control objects in their surroundings are emphasized in this statement.

Learners must become proficient in English in order to use it. These abilities include speaking, listening, reading, and writing. While each of the four skills has similar significance, speaking might be considered the primary skill while learning English. In order to convey their thoughts and emotions, students must communicate with others throughout the learning process. Speaking is one approach to communicate with other people.

Speaking is an essential ability that students should learn as it teaches us how to convey ideas, interact with others, spell words correctly, persuade others to believe what we are saying, and show off our skills.

For many language learners, mastering the art of English speaking comes first, as stated by Richard (2008:19).

English majors become fluent in written and spoken English because the goal of English language instruction is to provide students the skills necessary to comprehend the language and be able to write and speak it. If a student is unable to speak English fluently and clearly, it will be difficult to achieve this goal. In order to ascertain whether or not pupils actually have difficulty speaking English, it is imperative that this issue be thoroughly researched. If so, the particular problems and influences at work may be determined. Since some students find it difficult to talk in front of groups of people, they will eventually need to demonstrate their speaking abilities. One criterion for graduation, for example, is the writing of a thesis, which students must subsequently defend in person at an oral examination. Speech and oral communication are so important in both the everyday and academic lives of students.

Students should learn to speak English since it will expand their horizons, help them build their emotional intelligence, and increase their quality of life by opening up work options. Strong English speakers were well-positioned to contribute to the political, social, and economic advancement of their nation, as defined by Baker and Westrup (2003:1). Since speaking is the foundation of learning a language, it is a skill that students should acquire and perfect. Speaking is essential to learning English since it develops pupils' ability to communicate orally in the language.

Nunan (2003:62) defines speaking as an oral ability that entails using system verbal language to produce meaning. Speaking, he continues, is the capacity of a person to verbally express ideas, feelings, thoughts, and emotions as well as to respond to other speakers. When students speak, speaking is their most effective verbal communication skill. The text's creation and the students should be able to identify the speaker, the listener, the message, and the feedback. It should be meaningful in the sense of communication. It means that speaking is an activity that involves expressing thoughts and feelings verbally. Dialogue, interviews, speech acts, and other similar situations are examples of speaking activities.

According to Macaro (1997:14) target language is the normal means of communication. Put another way, there is an adage that states that we learn to read by reading and we learn to talk by speaking, thus it makes sense that learning to speak a foreign language is enhanced when students actively engage in communication. Speaking is a linguistic ability or communication method that allows a person to verbally communicate ideas, feelings, and information to other people. Speaking fluency requires face-to-face communication, or direct encounters.

Abbaspour (2016:147) identifies good speaking as having a good, if not flawless, command of intonation, vocabulary, and grammar; it also involves effectively communicating ideas and being able to speak continuously without impeding comprehension or communication. Its mean being able to say what you want to say in such a way that it is heard and acted upon.

Mastered a foreign language is not easy. Because speakers are aware that they cannot completely express themselves in a foreign language or easily comprehend others, it can be a challenge to a person's sense of self. When speaking English, pupils fall into three major types. When there is a vocabulary gap, students may worry that they won't be able to apply their prior knowledge. The second issue is pronunciation; the pupils are apprehensive about mispronouncing the words and lack confidence in their ability to pronounce them correctly. The last grammatical issue is that learners are reluctant to talk in English because they want to use proper grammar and are fearful of making mistakes. Students fall into three groups that affect how well they learn English. The kids are nervous when they wish to talk for a long time since they haven't acquired a lot of vocabulary and are reluctant to utilize it. The second group of pupils exhibits less confidence while speaking and expresses fear of mispronouncing words. The last grammatical worry is that pupils fear their sentences will be less accurate.

Speaking proficiency practice is important for students because it requires them to listen carefully to what they are saying. As a result, learners will be better able to acquire the necessary skills for

conversational expression, including proper pronunciation and a large vocabulary.

Speaking is a more challenging skill than other communication skills. As stated by Resonatedi (2001:56–57), speaking is more complicated and difficult than people realize, and speaking study is similar to studying other language study cases, which naturalizes many situations for language teachers. Speaking is a hard skill since it requires pupils to have appropriate grammar and word choice for well-constructed sentences.

Regarding the aforementioned beliefs, speaking scores indicate a speaker's capacity to articulate their thoughts verbally with clarity, appropriate language, and good pronunciation. Students who can speak well will do it; they can speak well by using proper vocabulary, grammar, pronunciation, and other elements. Because they can select a suitable term and apply it more effectively, the pupils are able to communicate their views.

Speaking ability is crucial for language acquisition since it allows speakers to communicate with one other and exchange a lot more information. Thus, in order for pupils to succeed in language acquisition, instructors and students alike must understand the importance of speaking skills.

Based to the researcher's observations made in February 2023 in the eleventh grade at SMK Negeri 2 Siduaori, there were a few reasons why the students were having difficulty speaking: Students were unable to accomplish the learning speaking target. They struggle with English speech, and they have little desire to learn how to speak it. The students are less proficient in speaking English and are more reticent and passive speakers. They are unable to respond when the teacher asks a question.

Acquiring speaking skills appears to be one of the teacher's objectives. Students may encounter several challenges when learning to speak due to various variables influencing them.

Based on the background information provided, the researcher identified a few problem factors that make it difficult for students to communicate. For this reason, the researcher would want to carry out the study under the following heading: **Students' Difficulties in Speaking English at the Eleventh Grade TKJ of Smk Negeri 2 Siduaori.**

B. Research Method

The descriptive qualitative method is used by the researcher to examine the data in this study. Qualitative research, as defined by Sidiq & Choiri (2019:4), is an inquiry strategy that prioritizes the search for concepts, meaning, understanding, symptoms, attributes, symbols, or descriptions of a phenomenon. It is also focused and multi-method, natural and holistic, quality-focused, methods-rich, and narratively presented. The goal of qualitative research, to put it simply, is to use a qualitative approach in conjunction with rigorous scientific techniques to find answers to a phenomena or topic.

Qualitative research is a way of investigating and comprehending the meaning that individuals or groups attribute to a social or human situation, explains Creswell (2014:2). Research involves generating new questions and methods, gathering data usually in the participant's environment, analyzing the data inductively to go from specifics to broad themes, and interpreting the results. The qualitative approach was chosen since the goal of this study was to shed light of students' difficulties speaking in English.

Specifically difficulties related to learning English. In the eleventh grade of SMK Negeri 2 Siduaori. The qualitative research method that examines a single person, a small group, or a significant case in order to provide interpretations for the particular situation or to make helpful generalizations. As a result, the study case technique gives the author the opportunity to investigate certain pupils in an effort to understand the reasons behind their difficulty speaking English.

This research was conducted at the SMK Negeri 2 Siduaori which is located in Hilidohona Village, Siduaori Sudistrict, South Nias regency. The researcher did the research at that school on 22th and 23th October 2023. So, it was two times the researcher visited the school to do the research.

The data of this research were the students' difficulties in speaking and factors caused of students' difficulties at the eleventh grade TKJ of SMK Negeri 2 Siduaori, the source data were taken from the result of observation and interview with the students about difficulties in speaking English.

In this research, researcher was used two data collection methods to obtain data for this investigation namely observation and interview. To gather information from the sample, the researcher observed how students were taught and learned. One method used to find the information sought when conducting research is observation. Students' actions and their characteristics as English learners are very important to be observed by researcher in this study. The purpose of this research is to identify the students' difficulties in English. Interview is a technique that is done by the researcher face to face with the respondent to find out the difficulty in learning speaking English

learning. The writer observed the class first to identify students with learning difficulties who would make good interview subjects. Students was explain the causative factors they experience in learning English. A survey of students who said they had difficulty learning English and agreed to be interviewed was the first step in conducting the interview. The participants were collected in various ways.

In the process of examining the study data, three activity flows were identified. They were verification data, data reduction, and data presentation (Miles and Huberman, 1994:10–11). The process of choosing, concentrating, streamlining, abstracting, and changing the data that show up in transcriptions or written field notes is known as "data reduction." Additional episodes of data reduction (writing summaries, coding, identifying themes, creating clusters, creating divisions, and composing memos) take place during the data collecting process. Data presentation is the result of data reduction; it is a structured, condensed compilation of data that enables inference and action. In this study, researchers was described in detail brief results of research that has been done. Data verification, namely drawing conclusions and verification. The verification were carried out by the researcher after the data display is temporary so that the conclusions drawn by the researcher are still temporary.

The four indications of trustworthiness in a qualitative study are credibility, transferability, dependability, and confirmability. Qualitative researchers' validity and reliability are reflected in these four factors.

C. Research Finding and Discussion

This research was conducted in SMK Negeri 2 Siduaori which in located in

Hilidohona Village, Siduaori Subdistrict, The Regency South Nias. This school was estabilished in 2009. The total number of the teachers in this school are 32 teachers including the headmaster. There are 3 English teachers who teach at this school. Moreover, the total number of the students is 123 students which are divided into three classes such as class of tenth, eleventh and twelve grade.

The researcher presents the research findings gathered from interviews with English teachers and eleventh-grade students at SMK Negeri 2 Siduaori, as well as observations made throughout the course of the lengthy learning process.

The aim of this study was to describe the difficulties that students have when speaking English and to provide ways in which they might get over those difficulties. The majority of students had trouble speaking English, according to the researchers' observations and interview results. Students encounter certain challenges when communicating in English. As a result, the researchers observed four times. An observation checklist was employed by the researcher in this investigation. In the observed class, researchers made checklist observations.

1. The Students' Difficulties in Speaking English at the Eleventh grade TKJ of Students SMK Negeri 2 Siduaori.

The researcher conducted interviews and observations to gather data on the difficulties with speaking English. The researchers collected data from the 18 students in the eleventh grade at SMK Negeri 2 Siduaori through observation. On October 20, 2023, during English class in SMK Negeri 2 Siduaori's XI TKJ, these observations were taken. Here are a few difficulties the researcher identified:

a. Lack of Vocabulary

The study discovered that even while speaking in short phrases, students had significant difficulty pronouncing words in English. During the observation, the researcher discovered a number of problems. Some of the pupils appeared to find it quite difficult to respond to questions when the researcher attempted to have a conversation with them in English. They said they were having difficulties pronouncing the English term they really intended to express when the researchers sought to inquire about their problems.

To supplement the data observation, the researcher also performed an interview. Interviews with the instructor and students were conducted to find out what they felt about the speaking challenges that the eleventh grade students at SMK Negeri 2 Siduaori were facing. The student interviewed on behalf of Dediwanto Harita provided the following statement, which corroborated the data above: "It is difficult, because he does not know what to say in English, and there is no dictionary either. When he has an assignment in class, he asks the English teacher." Darlina Halawa also expressed this similar opinion, saying, "She only understand a little bit of the reading, not much." Other pupils, in addition to Darlina and Dediwanto, made the same claim. "When he wants to say words in English, he has trouble because there is no dictionary to look up the meaning," stated Anton Buulolo.

It was further supported by the findings of observations conducted by researchers at SMK Negeri 2 Siduaori's eleventh grade TKJ. The researcher discovered that none of the students had a dictionary to help them with the learning

exercises that involved looking up the definitions of English terms.

b. Lack in Pronunciation

The researcher discovered throughout observation that learners had poor pronunciation. Many students continue to have difficulty with proper word or phrase pronunciation when their teachers assign them to read aloud or practice dialogue in front of the class. Many of the students questioned the teacher how to say it when they were unsure.

The outcome of Aprilia Harita's interview, in which she said, "If she does not know the word in English, she immediately asks to the teacher," backed it. Furthermore, according to Antonius Buulolo, "Yes, she asked the teacher how to pronounce it in English because she doesn't have a dictionary."

Some students admitted during the interview that they had difficulty pronouncing specific English words. Even when students have to repeat what the previous educator stated, they occasionally make mistakes and still have poor pronunciation. It also happened when they attempted to read the English text. When they cannot speak the words correctly, they struggle. Sometimes people lack confidence, even when they know how to pronounce it.

Students continue to have difficulty with pronouncing words correctly in English since they are accustomed to speaking Nias and Indonesian, which are their mother tongues. As a result, individuals may have difficulty pronouncing English phrases when they speak it.

Additionally, the outcome of the interview with Mrs. Wilis provided assistance, as Mr. Bualanama Baene, S.pd.,

the English teacher, mentioned. Thus, certain pronunciations are still incorrect. particularly the way they pronounce things. That is difficult. They can write it and understand what it means, but they have difficulty pronouncing it. They find it difficult to read when prompted. They worry that their buddies will make fun of them. Thus, they are insecure. According to the previous student's explanation, most of them were afraid to pronounce English words correctly because they thought their peers would make fun of them if they mispronounced them.

A lot of learners difficulty with pronouncing words when it comes to pronunciation; for instance, the word "cat" is mispronounced as "kat". The majority of them still difficult with pronouncing English words while speaking it. Students still difficulty with utilizing language appropriately depending on the situation.

c. Poor in Grammar

In order to improve their speech, the pupils diligently study tenses. If students are having difficulty comprehending grammar, they should consult their friends, practice, and reorganize the sentences in the book using the rules of grammar to have a better understanding of its application. The pupils believe that their ideas would be lost if they take too long to develop coherent phrases utilizing proper syntax. Actually, using proper grammar will improve the accuracy and clarity of one's speech. Proper grammar usage can help pupils communicate with others and prevent misunderstandings between individuals.

The pupils had trouble using language, especially in circumstances that were direct or impromptu. According to Darlina Halawa: "For instance, she

substituted her own, grammatically incorrect words for a speech she neglected to give. She can regain her fluency after that. Jessika Hia concluded by saying, "Practically, she did not know whether her grammar was wrong or right."

d. Lack Fluency

Fluency, which means students feel when speaking English the emergency of a fear of making mistakes and when students speak English is not fluent such as many pauses and often repeating words. Students' speaking performance consider it's good if they are fluent in conveying their speech. Smoothness depends on many things. Mr. Bualanama Baene, S.Pd, stated that one of the difficulties of students' fluency in speaking English: namely linguistic, psychological, physiological factors, and cultural influences that can create students do not do speaking well. In speaking performance, grammar are important aspects for student. Which is where the students are tend to focus on potential grammatical errors when they appear in front of the class because of this case, students unable to speak freely and fluently.

e. Poor Comprehension

The lack of general knowledge, lack of practice speaking, fear of making mistakes, lack of practice using words and grammar, low teacher motivation, low participation, reading laziness, shyness, reduced dictionary usage, nervousness, fear of criticism, and difficulty pronouncing unfamiliar words are the factors that prevent students at SMK Negeri 2 Siduaori from having speaking difficulties. These factors are all related to comprehension.

2. The factors students' difficulties of speaking

Everyone has trouble speaking a foreign language, and some kids struggle at school as well. There are a number of reasons why students find it difficult to speak English, particularly while giving presentations in class. Students' troubles speaking are caused by a number of circumstances, including:

a. Psychological

As a nation whose citizens are not accustomed to speaking English on a daily basis. Few pupils do not speak English as their first language of communication on a regular basis. When speaking in public or in front of the class, especially during class presentations, students who do not have friends or someone in their immediate vicinity with whom to converse in English will become discouraged and uncomfortable because they fear ridicule from others or from their friends.

This is also consistent with the findings of Desmayani's psychological research, which showed that pupils experience anxiety, low self-esteem, and embarrassment when they practice speaking.108 This psychological issue may negatively impact the oral presentations that students give.

b. Lack Vocabulary

One of the main reasons why students difficulty to speak in English is a lack of vocabulary. They just don't remember enough words, which makes it hard for them to speak, especially when giving presentations in class. They also tend to use translation apps more frequently to find words that are difficult to pronounce. What made students feel less comfortable speaking in English was found to be the

quantity of grammatical faults and vocabulary gaps in the classroom English usage.

c. The factor of not having a friend to talk to

The lack of friends or partners with which to practice speaking English, since they seldom have companions with whom to practice speaking the language. Consequently, they become sluggish while speaking English in class and when interacting with others. Put differently, fewer people converse with professors and other pupils in English. Students said that instructors gave instructions and explanations more frequently in Indonesian and other regional languages than in English. As a result, during the learning process, students have less opportunities to listen and practice communicating in English.

d. Pronunciation

One of the things that makes speaking English difficult for students is pronunciation. Since they are accustomed to speaking in regional dialects, pronouncing some words correctly in English requires them to say words that are different from what was written. Since their speech differs, they find it difficult to speak a few words in English without getting their tongue stuck. In addition to choosing what they want to express in English, students also need to be able to articulate words and apply sound pressure in accordance with the pronunciation of those phrases. Thus, learners of English or students studying the language must possess the knowledge or proficiency to speak the language fluently, as well as an awareness of intonation and the phonetic structure of the language at the word level.

Since students do not speak English as their first language, they struggle to mimic a speaker's accent or manner. In keeping with Harmer's assertion, it is simple for the pupils to understand one another since they use similar pronunciation patterns and make similar errors. The classroom is a set environment that exists only in schools, and pupils are not given the chance to interact with native speakers.

e. Grammar

In order to improve their speech, students diligently study tenses. In order to better grasp how grammar is used, students work on and arrange phrases in the book using grammar, asking their peers for help if they are having trouble understanding it. The students believe that their ideas would be lost if they take too long to develop coherent phrases utilizing proper syntax. Actually, using proper grammar will improve the accuracy and clarity of one's speech. Proper grammar usage can help students communicate with others and prevent misunderstandings between individuals.

f. Personality Factor

With personality aspects influencing students' engagement in the speaking classroom, I hoped the students would understand how to use these factors to their advantage to develop themselves as well.

The way a person interacts and communicates with other people is a reflection of their personality. Students' inclination to talk is influenced by a number of elements, including personality. Human behavior, including self-worth, communication openness, anxiety, empathy, extroversion/introversion, and motivation, are the particular components

of personality variables. These are a few of the personality-related elements.

g. Students prefer to use direct translation

Every word from Indonesian is translated straight into English when students utilize direct translation apps. They convert words from their home tongue into English after conceptualizing them. They claim that it is simpler for them to complete assignments and translate sentences from English to Indonesian when they use a translation tool, which also increases efficiency. The ability of today's students to use programs for communication technology is improving, which facilitates communication and helps them with English tasks.

D. Conclusion and Suggestion

It can be inferred from the study findings and discussion outcomes that the eleventh grade TKJ students at SMK Negeri 1 Siduaori Tahun 2023 encountered a variety of speaking difficulties during their in-class practice presentations. Students that speak English poorly have a number of reasons for this, including poor pronunciation, low motivation, poor grammar, a lack of practice, and a lack of confidence.

The students experienced anxiety, awkwardness, lack of enthusiasm, and dread of receiving negative feedback. Even if they are competent in the language, they cannot speak English successfully in front of the class if they are scared.

The eleventh graders also boredom, awkwardness, confidence issues, fear of making a mistake, lack of drive, and anxiety about receiving negative feedback. that eleventh graders encountered: shyness ranked third among the problems they faced, fear of making a mistake ranked

fourth, lack of motivation ranked fifth among the problems students faced, and worry about receiving criticism ranked lowest.

In light of the results, the researcher would like to provide some recommendations to assist students in overcoming their challenges with speaking English. To the students, the teacher, and other researchers, the researcher offers the following suggestions:

1. For students, it is imperative that students actively engage in the teaching and learning process, especially when they are still learning how to speak English. In addition, students need to put in a lot of study time and practice speaking English in class and with friends. In addition, students need to learn new vocabulary by heart and practice pronouncing words correctly with the aid of dictionaries. Afterward, they may work on these skills with friends or their English teacher. You should not be timid, self-conscious, or scared to make errors if you want to become an expert English speaker.

2. For teachers, teachers should frequently invite learners to speak in English during presentations and offer advice on how to prepare beforehand so that the students will naturally become accustomed to speaking the language. When teachers consistently urge their students to speak in English during presentations and offer advice on how to prepare beforehand, the students will naturally begin to speak English during such presentations.

3. For the other researchers, the researcher thinks that this study will serve as a guide for future researchers who wish to investigate the same issue of students' issues with speaking. Furthermore, it is advised that future investigations look

for other challenges that students encounter and the factors that contribute to these challenges when speaking English. It is also recommended that future studies look for ways that the pupils can get beyond these obstacles on their own.

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