

THE FACTOR OF SPEAKING PROBLEMS FACED BY THE ELEVENTH GRADERS OF SMA NEGERI 1 TANJUNG SELOR

Patri Juliyati¹, Winarno², Arifin³, Devy Widhianty⁴

¹Borneo Tarakan University

patrijulyati1799@gmail.com

²Borneo Tarakan University

winarnoubt@gmail.com

³Borneo Tarakan University

arifin.ubt@gmail.com

⁴SMAN 1 Tanjung Selor

devywidhianty25@gmail.com

ABSTRACT

The purpose of the research was to describe the results of the speaking problem factors of class XI students at SMA Negeri 1 Tanjung Selor. The design of the research was a descriptive. The subject was taken by random sampling technique. The researcher took 28 students of class XI with each representative from 8 classes. To collect the data, the researcher used documentation, questionnaire, and interview. Based on the results of the questionnaire showed that 1) there were 53.6% of students answered the lack of proper vocabulary selection, 2) 42.9% of students answered less confident in pronunciation, 3) 35.7% of students answered that they did not use proper grammar, and 46.4% of students answered that they could not speak English well. The results of interview with the teacher of English and the students showed that there were several problems faced by the students namely weak of grammar, weak of pronunciation in English, not fluent in speaking English, lack of vocabulary, difficulty compiling English sentences, lack of practice speaking at home and at school, embarrassed by wrong pronunciation and fear of being laughed at by friends. Based on the result of the research showed there were some factor of speaking problems faced by the eleventh graders of SMA Negeri 1 Tanjung Selor namely less of confidence, weak of grammar, weak of pronunciation in English, not fluent in speaking English, lack of vocabulary, difficulty compiling English sentences, lack of practice speaking.

Keywords: Factor of Speaking Problems, Class XI Students of SMA Negeri 1 Tanjung Selor

INTRODUCTION

As a non-native speaker of English, learning the English language in Indonesia become a challenging subject for students. Learning the English language in school has been taught from secondary school to senior high school. According to Mantra (2020) and (Arifin, Yansar, Fathonah, (2017), there are four main skills in learning English that should be mastered they are, listening skills, reading skills, writing, and speaking skills. Among those skills, speaking is one of the most essential skills because people who know a language are usually referred to as native speakers according to Ur in Mantra (2020). Meng (2010) stated that one of the difficult issues is most students thought they have mastered one of the components in speaking such as

vocabulary and grammar, this is said that students do not know how to express their ideas because some components have to be mastered.

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The purpose of this article is to describe the factor of speaking problems faced by eleventh graders students of SMA Negeri 1 Tanjung Selor. Based on the preliminary research conducted on October 16nd, 2020 at SMA Negeri 1 Tanjung Selor by using questioners, the researcher found that the eleventh grader's students have problems in using English in school and the result are among those four skills that have to be mastered, speaking skill is one of the fewer skills that students have fewer intentions. The researcher also found that, when the teacher asked them to answer the questions by using English they are not understand, not confident to speak in a class, and lack content. This is becoming one of their struggles in speaking English. Therefore, the researcher is interested to conduct the research to describe what is the factor of speaking problems faced by the eleventh graders of SMA Negeri 1 Tanjung Selor.

In learning speaking, is a basic natural ability of the human to communicate with others. As a considerable amount of literature has been published on Gani et al., (2015) speaking is an ability to express ideas, realities, and emotions orally to communicate with others. Therefore, to communicate with people must need to speak, without speaking people do not know what others think and want. In expressing their opinion people just said what they want through orally.

As noted by Nakhalah (2016) speaking is conveyance the language through the mouth. Also, Saputra (2018) stated that besides speaking as a productive skill it is also an aspect that needed oral thinking, it includes using speech to express meaning orally to other people. By speaking the teacher can develop students' interaction with other people it also focuses on a particular aspect of speaking such as grammar, vocabulary, accuracy, body language, and fluency. Future more, one of the ways to communicate with ideas orally is by speaking, the speaker has a purpose to express their ideas to get intentions.

One activity that plays the main role of human beings is speaking, it is clear that speaking is a process to express any type of speech orally. To communicate in English fluently, students should know some parts of talking and should dominate them because the component is one of the aspects that influences how well individuals communicate in the language. Without speaking skill, the ability to progress in daily life communication might be nearly impossible. Speaking is not all the time as language function or patterns that will more often tend to recur in specific discourse situation; offering, inviting, and introducing selves. Speaking has an importance meaning when learners explore their own selves and clarify their character. They can figure out how to comprehend and regard their own selves. Students express their

perspectives, feel confidence when issues of highest interest happen. Based on Zarifa (2020) stated that the importance of speaking as follow:

- 1) As a tool of communication speaking is to transform thoughts, express feeling, express discover, the research result and discussion to others.
- 2) Mastering speaking abilities makes the speaker a balanced communicator who is a capable in the four language abilities. Such ability furnishes the speaker with a few particular benefits which let them appreciate offering thought to other people and figuring out how to comprehend and regard their own selves.
- 3) Mastering speaking abilities, it helps the speaker to get the attention of audience and makes them get the point about what the speakers speak.
- 4) To archive the career success mastering speaking skill are importance to students. By speaking it enhances every person to get the opportunities for travel, scholarship, attend conference etc.
- 5) Speaking to the public enables speakers to influence others and shape their choices.
- 6) Speakers of a native speaker develop a range abilities, strategies and behaviors which help them to deal with the challengeable situation

Students speaking problems of speaking, activity comes from difficultly express the English language, their problems such as fear making mistakes, lack of knowledge it is supported by matched with the characteristic according to the research conduct by Riadil (2020) the problems in speaking, as follow:

- 1) Lack of information about the topic that given by the teacher,
- 2) Lack of vocabulary,
- 3) Lack of confidence
- 4) Afraid making mistakes,
- 5) Prefer using mother tongue.

This finding makes the students are lack of use English and makes them afraid of speaking with another friend or with the teacher. The cause of speaking problems above shows that their ability to speak English is low because of their less competence in English. The motivation to speak English is needed, but the students do not make some effort to learn it, such as practicing with their friends, trying to be brave in speaking, watching and reading a source from the internet to improve their speaking.

According to Richards (2008) in Fitriani et al., (2015), there are several problems influenced in speaking as follows:

1. Lack of Vocabulary

The problems that come from vocabulary occur when someone does not know how to combine vocabulary into a good sentence. In line with Fitriati & Jannah (2016) vocabulary is a set of words that has a specific meaning. Lack of vocabulary might bring students into problems in speaking, they know what is going to say but they are confused to combine and use the proper vocabulary.

2. Lack of Grammar

According to Fitriani et al., (2015) grammar are organized and formatted sentence, so it could be considered a bit boring to study correct grammar. Learners know the rules of grammar however in the use of it could be difficult for them since the rules in grammar are complicated and complex. These errors might seem when learners speak since they are not mastered the structure of grammar.

3. Pronunciation

Other problems in speaking are caused by a lack of pronunciation. Pronunciation is one of the important aspects of foreign language learning like syntax or vocabulary stated Fitriati & Jannah (2016). Pronunciation is important in speaking English. As non-native speakers' learners are also required to speak like a native speaker.

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4. To archive the career success mastering speaking skill are importance to students. By speaking it enhances every person to get the opportunities for travel, scholarship, attend conference etc.
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METHOD

Qualitative methods offer an effective way of investigating an issue, collecting information based on words from a few people with the goal that the participant's perspective is gotten, analysing the data, and exploring the phenomenon from the object perspective Creswell (2012). Qualitative research is research that to know and understand the fact, happen, a reality, the event, that faced by the object as the research. This is caused by the fact that symptoms of happening always have a different perspective from each researcher. Therefore, this qualitative research is to investigate by research to know deep information about the problems in research.

The researcher used descriptive qualitative design in this research, is to describe deep information from students. The setting of this research conducted in SMA Negeri 1 Tanjung Selor using Eleventh Graders as a subject of this research. The researcher using documentation, interview, and questionnaire as an instrument of this research. In addition, the researcher using stratify random sampling to collect data.

The researcher used model by Miles and Huberman in Sugiyono (2013) in analyzing data:

1. Data Reduction

In data reduction, it means to summarize, choose the essential answers and the important answers from the interviewee, focus on what happens to the subject. In reducing the data, the researcher got a lot of data based on the object caused by the researcher using documentation, questionnaire, and interview to collect data. Therefore, the researcher reduced the data, which one that have the same answer and not, by categorizing the data, summarizing, and coding which one is the most students answer based on their problems in speaking. In reducing data, the researcher focused on students' problems in speaking. After an interview and giving the questionnaire, the researcher categorized and coded the answer such as a unique answer based on their problems in speaking, therefore, the researcher has to do reduce the data.

2. Data Display

After reducing the data, the next step is to display the data. In displaying the data, it helps the researcher makes it straightforward what happening with the subject and show the data such as table, graph, chart, diagram, etc. It also can show the data by narrative or describe the data. The presentation of data is a process of forming the data that give a possibility to conclude the data.

3. Conclusion Drawing

The last one in analyzing the data was conclusion drawing, which is to draw and describe the last activity of analyzing qualitative. It is to find and write summarize after the two processes above are done. The conclusion can be credible when the concussion with the strong proof of analyzing the data.

FINDINGS AND DISCUSSION

The research objective was to describe the factor that influences speaking problems faced by the eleventh graders. In answering the research objective, the researcher used to analyze students score, questionnaire, and interview to know the factor of students' problems, the researcher interviews the teacher to get deep information about the factor of speaking problems faced by the eleventh graders.

Through the finding from each instrument, the researcher found many things in the factor of speaking problems faced by eleventh graders. The researcher would like to discuss the findings of the research which focused on factor of speaking problems. The result of a questionnaire that was given by the researcher to the eleventh graders, the conclusion comes from students' choice that among 28 students answer 20 questions. It showed that most of the factors in speaking faced by the learner is lack of vocabulary showed in question number 16 the highest answer

from students is 53.6% they feel lack of choosing the right vocabulary, in line with statement Fitriani et al., (2015). On the other hand, poor pronunciation is also one of the factors of speaking problems based on Fitriani et al., (2015), the result of the students' questionnaire is that most students answer 42.9% feel less confident in pronunciation. Meanwhile, in grammar 35.7% they said lack of using grammar makes the poor in grammar. In addition, 46.4% of students answer they cannot also speak English well.

In addition, there are some factors of speaking problems based on the findings in interview with student's it was grammatical error, lack of vocabulary, lack of pronunciation, and not fluent speaking. First the factor influenced speaking is grammar it is because of students do not know how to use grammar when they are speaking. In lined with Fitriani et al., (2015) stated that the factor caused of grammar because students do not study about the structure on in a time, those factor may appear when learners speak since they have not master grammar when study English. The cause of grammar is students do not know certain rules of grammar and makes them limited ability of grammar.

The second was lack of vocabulary, based on the result of questionnaire and interview was done before the students answer that they having lack of vocabulary when speaking English this is caused by, they are not study and practice English especially in vocabulary and makes students do not know certain vocabulary. In lined with Ayu (2018) and Arifin & Vega (2018) state that learners problems in mastering vocabulary because students were difficult to speak and share their ideas when speaking English. Future more, the factor of speaking problems is because of they are not practice to speak English.

The third was lack of pronunciation the students difficult to pronouncing word, and sometimes mispronounce this is caused by lack of practice speaking. In lined with Saadah & Ardi (2020) stated that unfamiliarity with the word inference of mother tongue. In another literature Sahatsathatsana (2017) also said that factor of pronunciation is because of learners frequently pronounce incorrect word and makes them stopped it was negatively affected by their pronunciation.

The last is fluency, based on findings above the researcher conclude that the students not fluent in speaking English it is because of they have difficult to pronounce word and also not fluent likely native speaker because they are not practice speaking English at school or home, they also said that they feel shy and afraid of being laughed by friend when mispronounce the word. Meanwhile, when they study English at home they just focus on material or assignment given by teacher, they are not practice speaking English at home and often speaking using Indonesian. From the result, of the interview with the English language teacher it can be concluded that the factor of speaking problems faced by the learners are: they have difficulty arranging sentences makes them afraid of being wrong in pronunciation, lack of vocabulary also makes them no confidence in speaking English. In addition, being afraid of making mistakes, lack of pronunciation makes learners not interested in speaking English, it also caused them to have no to interest to find out how to pronounce words or sentences in English.

CONCLUSION

Based on the results of findings and discussion that have been described in the previous chapter, it was indicated by the result of data analysis from the questionnaire and interview, it be concluded as follows:

The result of questionnaire was the highest students answer was first 53.6% they feel lack of choosing the right vocabulary, the result of the students' questionnaire is that most students answer 42.9% feel less confident in pronunciation. Meanwhile, in grammar 35.7% they said lack of using grammar makes the poor in grammar. In addition, 46.4% of students answer they cannot also speak English well. It evident, the result of the interview was the students agreed with those statement.

In addition, the result of students' interview about the factor of speaking problems is they have a lack of vocabulary. It also makes them unable to choose correct vocabulary when making sentences and afraid of choosing the wrong words. Fear of mispronouncing or scared of making mistake in pronunciation. In this case, students are still afraid of pronouncing, do not know how to pronounce the word it, and cause misunderstanding when they say the word because they not interested to find the correct pronunciation, students also shy and afraid of mispronounce the word when speaking cause of afraid of being laughed by classmate. Lack of grammar makes them fear wrong grammar and complicated grammar. Confused with grammar, also makes students difficult to arrange sentence especially the many tenses so that learners did not know all the tenses and make them difficult. Students did not understand English makes them lack of speaking English.

This is reinforced by interviews with teachers who teach English lessons so that they are as follows:

Lack of students' ability pronounce words properly and correctly. Lack of vocabulary and lack of grammar makes them complicated arrange sentence. Lazy to find out how to speak good and correct sentences as well as technical problems where students have difficulty finding information about how to pronounce words properly.

Based on discussion above the researcher concluded that the factor of speaking problems divided into three it is lack of grammar, mispronounce makes the not fluent speaking English and lack of vocabulary. Those problems caused by the factor lack of practice speaking English, the used of mother tongue at home and school, afraid of mispronounce when speaking caused of afraid being laughed by classmate, and teaching method used by the teacher have to be improving students to speaking English.

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