



An Analysis of Students' Problems of Speaking English in Grade VIII of SMPN 3 Sungai Limau

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Abstract

The goal of this study to know the students' problems of speaking English and the dominant problems face by students at grade eight of SMPN 3 Sungai Limau. The design of this research is descriptive research. The data was collected by using questionnaire and interview. Total sample was the sampling method used by the researcher to choose the participant in this research. The participants of this research consist of 79 students at grade eight from class VIII.1, VIII.2, and VIII.3 of SMPN 3 Sungai Limau. The findings of this research show that the students have problems in linguistics problems and psychological problems. The linguistics problems consist incorrect pronunciation with a percentage 88.61%, and followed by lack of vocabulary with, and mastering of grammar with same percentage 81.33%. The psychological linguistics consist of anxiety with a percentage 68.67%, mother tongue use with a percentage 72.15%, shyness with a percentage 70.25%, lack of confidence with a percentage 73.42%, and fear mistakes with a percentage 73.73%. The dominant problems face by the students in speaking English is linguistics problems with average 73.51%.

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INTRODUCTION

Nowadays, English is one of the international languages that many countries throughout the world use English to communicate and share information, including Indonesia. Since it is the most widely used language, English is widely used in business, technology, education, and other areas of life where communication is important. In due to the significance of English, the ability to speak in English is essential. Thus, Indonesia's ministry of education requires that English be taught in schools as a compulsory subject. Consequently, educational institutions in Indonesia introduce English from the pre-elementary level to the university. Widyasworo (2019) state at Indonesia English already taught t in junior high school (SMP), senior high school (SMA/MA) or vocational high school (SMK) as a necessary course

stated in the 2013 curriculum. It means that students from all levels of education in Indonesia have to follow the English subject at school.

Speaking is the activity between speaker and listener to convey ideas, opinion, or message to others by oral. According to Dionar (2018), speaking is the most common type of communication used by people to share information, develop social relationships, and express ideas, emotions, and feelings. Torkey (2006) stated speaking is a collaborative activity for generating meaning that includes processing, receiving, and creating information. In addition, Kayi (2006) stated Speaking is the process of constructing and transferring meaning in a variety of circumstances utilizing both verbal and nonverbal symbols. From the explanation above, it implies that speaking is the ability to generate language that people use to express feelings, share information or ideas with other people through interactive process to develop a social relationship.

For students in Indonesia, English is a foreign language and they find difficulty in speaking English. There are a number of things that make speaking English challenging. According to Nggeabak (2021), factor that make students feel difficult in speaking is they lack of vocabulary mastery and poor pronunciation. Additionally, the students lack confidence when speaking in English, they feel anxious and shy when they ask to speak, and they have no motivation to speak in English. In addition, Clarita dan Nurhidayat (2020) find that the aspect that affects the students' difficulty in speaking English are the students usually use first language, they have no idea when they ask to speak, and they lack of grammar.

Speaking English is a challenge for the students at school. According Zhang (2009), the majority of English language learners still find speaking to be the most difficult, because the students need to master a variety of difficult micro skills, such as how to pronounce foreign phonemes, grammar, and vocabulary. Ur (1996) stated that teachers may run into certain speaking problems when trying to get their students to speak in class. "They are inhibition, nothing to say, low or uneven participant and mother-tongue". In addition, Floriasti (2013) states that there were mistakes in grammar, punctuation, stress, rhythm intonation, and accuracy. In addition, the majority of students said speaking was a challenging skill. When speaking English, they face some problems, including how to start a discussion, anxiety, nervousness, and worry about making mistakes. Moreover, according to Juhana (2012) there are two problems of speaking that face by the students; linguistics problems and psychological problems. "The linguistics problems contain with lack of vocabulary, lack of understanding grammatical pattern, and incorrect pronunciation. For the psychological problems contain with fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation".

METHOD

This present research employed descriptive research method. This study focus on finds out what problems faced by the students in speaking English and what is the dominant problem faced by the students. The participant of this research is the eighth grades of SMPN 3 Sungai Limau that consisted of 79 students. Total sample is the sample method that used in the research. This research used questionnaire and interview to collect the data.

RESULT AND DISCUSSION

Research Finding

1. Students Linguistics Problems in Speaking English

After analysing the data on the first indicator, the finding shows that students have linguistics problems in speaking. The problems are pronunciation, vocabulary, and grammar. Based on the results of the analysis on the first indicator, the highest score was found in the statement from item number 3 with a percentage of 88.61%, followed by statements from items number 6 and 7 with the same percentage, namely 81.33%. It means that students have problems in pronouncing words in English, then they also have a problem in mastering vocabulary, as well as mastering grammar.

Moreover, the researcher also gathered information from students interviews to know more about the linguistic problems that students encounter. They have almost the same answer. They say that they have problems pronouncing English words. One of them says, "I find it difficult to pronounce English words, and my tongue is convoluted when pronouncing the words." In addition, they also have problems mastering vocabulary and grammar. They say, "I find it difficult to memorize vocabulary, and I also find it difficult arranging the right words when asked to speak English." As a result, from the interview, the researcher can conclude that the linguistics problems face by students are pronunciation, mastering vocabulary, and grammar.

2. Students Psychological Problems in Speaking English

According to the data description for the second indicator of speaking problems, the finding indicates that the students have psychological speaking problems. From the 10 items in the questionnaire, the one with the highest score is the tenth statement from number 20, with a percentage 73%73. It means that the highest psychology problems face by the students is afraid. Then, the ninth statement from number 19 with a percentage 73.42%. It shows that the students agree that they have lack of confidence when they speak English. Next, the second statement from number 12, the percentage is 73.1%. It indicates that the students are worried about making a mistake when speaking English. The third statement from number 13, the percentage is 72.15%. It shows that the students agree that they are more comfortable using their first language or mother tongue than English. Next, the sixth statement from number 16, with a percentage 70.25% indicates most of the students do not feel shy about contributing in English class. After that, the eighth statement comes from number 18, with a percentage 69.62%. Item number 18, shows that most students disagree to feel shy

speaking English. Then, the fifth statement comes from questionnaire number 15, and the percentage is 68.67% means that the students agree that they get nervous when they do not understand what the teacher says. The first statement comes from the items number 1, with a percentage 66.14% which means the students feel nervous when they speak English in front of other. Next, the fourth statement comes from items number 14, with a percentage 64.56%, shows that the students feel burned when they ask to speak English. The last statement comes from items number 17, with a percentage 63.69% shows that the students feel afraid that people will laugh at them if they making a mistake while speaking.

Discussion

The finding shows that the students at eight grades of SMPN 3 Sungai Limau faced some problems while speaking. It was discovered that the students' speaking problems fall into two categories, namely linguistics problems and psychological problems. The linguistics problems that face by the students are incorrect pronunciation, limited vocabulary, and lack of mastering grammar. It is in line with the finding from Fitria (2015) found "the students have problem in their speaking because they are poor in grammar, vocabulary, and pronunciation. It is also supported by theory from Harmer (2007) claimed that the three components of language production—pronunciation, grammar, and vocabulary—are essential. According to the finding from the linguistics problems show that the highest linguistics problems face by students is lack of pronunciation with a percentage 88.61%. It is also supported by the result of student's interview where the students say that they cannot pronounce words English correctly. The finding is in line with theory from Hinkel (2005) said to improve speaking ability, having correct pronunciation is required.

Then, the researcher also found that the students have problems in mastering vocabulary and grammar mastery. According to the result of questionnaire showed that vocabulary and grammar have same percentage 81.33%. students have a problem in mastering vocabulary. The finding in line with Soreh (2022) found that the linguistics problems faced by the students is lack of vocabulary, poor grammar, and lack of pronunciation. It is supported with a theory from Nunan (2003) said that "the problem of vocabulary will occur when someone is lack of vocabulary needed to talk and does not know how to combine the vocabulary into a good sentence. Celce-murcia (2001) stated that grammar became difficult because it had no inherent connection to our spoken language.

For the psychological problems, the finding showed that the students faced several problems, those are lack of confidence with a percentage of 73.42%, anxiety with a percentage of 68.67%, shyness with a percentage of 70.25%, mother tongue use with a percentage of 72.15%, and fear of mistakes with a percentage of 73.73%. The findings are in line with theory from Juhana (2012) said that the psychological problems in speaking faced by the students are fear of mistake, shyness, anxiety, and lack of confidence.

CONCLUSION

It can be inferred that the research and conversation is that the students had some difficulties speaking English. The first indicator's average calculation revealed that the students' linguistics issues are primarily speaking-related. The findings indicated that the students struggle with poor pronunciation, a limited vocabulary, and poor grammar. According the calculation of the second indicator, consequently, it may be said that the students also struggle with psychological linguistics issues such as worry, mistaken fear, shyness, using their mother tongue, and lack of confidence. The findings of the student interviews corroborated the results of the first and second indicator calculations.

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