

AN ANALYSIS STUDENT'S DIFFICULTIES IN SPEAKING ENGLISH AT TWELVE GRADE OF SMA AL-MA'SHUM KISARAN

Fauzan Aqbal Damanik¹, Harry Sambayu²

^{1,2}Pendidikan Bahasa Inggris, Universitas Asahan

e-mail: fauzandamanik49@gmail.com

Abstract

The purpose of this study was to identify students' difficulties in speaking English in the 12th grade at SMA AL-MA'SHUM Kisaran. The purpose of this research was to identify student challenges in speaking English, the causes of these issues, and solutions to those difficulties. This research used the qualitative method. The respondents for this study are the students in class XII IPS 2, which consists of 30 students. The respondent was chosen by a purposive sampling technique. The data gathered during the Observation, Interview, and Questionnaire. The Questionnaire consisted of 15 questions. The findings of this study demonstrate that practically all Students have difficulty Speaking English. Most students struggle with pronunciation and have a limited vocabulary in English. Furthermore, the causes of students' difficulties with the research that have occurred include difficulty memorising vocabulary, a lack of enthusiasm, and a fear of making errors. The researcher also discovered a solution to the students difficulties in speaking English, namely that the students required a conducive class, innovative tactics from the teacher while teaching Speaking English, and that the students must keep using the target language in class and outside of school.

Keywords: Analysis, Student's Difficulties, Speaking

INTRODUCTION

Language is an essential tool of communication in this day and age since it is utilized to express the message or intention that the sender want to convey to the listener or recipient. According to Hamidah Daulay (2019), someone's skill to use good language can bring worth to that individual. Language is defined as a communication system that uses symbols and words to convey meaning through sounds, ideas, or thoughts. Many people around the world use this language to greet one another. Language, according to Halliday (2014), is first and foremost A resource for creating meaning. According to Harmer and Pourhosein Gilakjani in Leong & Ahmadi, we all have a complex method for communicating. If we wish to say something to others, we must communicate. A speaker speaks on anything related to the aims that the speaker wants to communicate to the audience. Both the speaker and the recipient can apply the language to their daily lives.

In Indonesia, the first language or mother tongue that is mastered is mostly regional languages. Meanwhile, the second language spoken is Indonesian. However, along with the development of the globalization era, the second language that is acquired is not only Indonesian but also English. Therefore, as the times develop, we must be required to get to know foreign languages or English more so

that students can have the ability to speak English as a source of access to knowledge, for example, English is used as the language of instruction, namely in electronic media such as computers, laptops, notebooks, Ipad or link on the Internet in order to have the ability to communicate using English to have the opportunity to communicate and establish cooperation with other countries. It can even be said that mastery of foreign languages is very influential in the requirements proposed by companies to recruit employees.

English is one of several languages used around the world to communicate. English is an essential component of educational activity. Most students are concerned with learning that English is the medium of instruction in schools and institutions. Many countries, including Indonesia, regard English to be a foreign language. Because English is used as an international language, many people find it easier to converse on a worldwide scale. International languages facilitate communication among people from various countries. This is incredibly beneficial since everyone can comprehend what the other person is saying. Speaking, according to Penny (1991), This is the most important component of learning English. Good speaking skills allow people to converse more easily. Speaking ability, on the other hand, illustrates that humans can communicate just as well as languages. According to Cresswell (2012), in a research, we need an issue that can be utilized as a foundation for building a study and as a reference for later researchers to develop previous studies, which may also be a gap in a researcher's work. Furthermore, research gaps must be discovered to determine whether papers provide important information.

English has emerged as the world's most widely spoken language. English is taught across Indonesia, from elementary school to university. People who understand English can communicate with people from all over the world, and they can also provide insight and expertise to their own country. According to Al- Roud (2016), most people who learn English desire to improve their speaking skills, despite the fact that this is a challenging endeavor.

Speaking is the most significant aspect of English since it involves the exchange of ideas and opinions in spoken language communication in society (Bailey, 2003). As a result, students must have higher English abilities in order to communicate with the outside community, as speaking is very important in English, and acquiring English skills allows students to express their opinions or share their ideas with the community and people around them. However, many students struggle to speak English. When students struggle with English, it is typically due to a lack of habit in speaking the language.

According to Ur (1996), numerous factors contribute to difficulty speaking, including impediments, refusal to talk, low contribution, and the usage of one's native tongue. As a result, not everyone can speak English; for example, when speaking, they frequently experience difficulties such as nervousness about what to say because they believe they are terrified of being wrong, poor grammar, and fear of mispronunciation. They didn't even communicate because they lacked vocabulary and had no idea what to say. Furthermore, speaking in English is influenced by the mother tongue, which has been utilized since birth.

METHOD

In this study, the researcher are using the Qualitative Research method. The researcher used an interview to evaluate the students' difficulties in speaking English. The researcher chose qualitative research because it does not use math or statistics to acquire data. The following are some of the data collection steps.

1. Observation
2. Interview
3. Questionnaire

Observation in research is a data collection method in which researchers record information obtained through the use of their senses. In qualitative research, this often involves direct observation of behaviors and phenomena in their natural settings. Observation in research is often used to collect data in qualitative research, where the aim is to understand behavior and phenomena from the perspective of the research subject.

Interview in research is a data collection method in which the researcher asks questions directly to the respondent. Interviews can be conducted face-to-face, over the phone, or even online. Interviews are often used in qualitative research and can provide deep insights into individuals' perceptions, experiences, and beliefs. Interviews in research can provide very rich and detailed data, but also require significant time and resources to conduct and analyze.

A questionnaire in research is a data collection tool used to gather information about individuals. Typically, a questionnaire consists of a series of written questions designed to collect information about preferences, opinions, behavior and demographic facts from the respondents.

The researcher not only uses interviews to collect the data, but the researcher also conducts an observation before doing the research in the school and distribute Questionnaires to students to strengthen the data.

RESULTS AND DISCUSSION

Observation Results

In the first Observation, the Research was conducted on Tuesday, 5th March 2024. The students always start the study by reading Du'a before starting the study for 5 minutes. After the Student's finished Praying, The Researcher will start the lesson. In this meeting, The topic of the lesson was Opinion and Thoughts. The researcher asked to the students, What is Opinion and Thoughts? (Apa itu Pendapat dan Pikiran?) and the students answered together, We don't know sir. (Kami tidak tau pak) After that, the Researcher gives the explanation about Opinion and Thoughts.

Then, the Researcher asked to the students to make example about Opinion and Thoughts and the Researcher ask the Student's to Present in front of the class. Some of the student said, Sir i can't explain in detail because i am not really good in English (Pak saya gak bisa menjelaskan dengan rinci karena saya gak terlalu pandai ngomong bahasa inggris dan kosa kata saya terbatas). And there's another Student's who are struggling in pronouncing the English Word. Sir it's quite hard to pronounce the word. (Pak agak susah ngucapinnya).

Finally, the other student came in front of the class and gives the example of

Opinion and Thoughts, “My Opinion about Ronaldo he is the best football player in the world. And my Thoughts about him he is the best and he is my favourite football player. and he said.”I’m sorry, if my pronunciation was bad sir” he continued. The Researcher said, “Give applause.” Then, the Researcher gives the feedback to the student’s” there was an error grammatical in his sentence. Suddenly, the bell was ringing, and the lesson is closed and the Researcher walk out from the Class.

Results of Questionnaire

Name	Number of Question														
Students Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AAS	A	D	A	D	A	D	A	A	A	A	D	A	A	A	SA
AKFP	A	D	A	D	A	A	A	A	A	D	D	A	A	A	A
ABP	A	D	D	A	A	A	A	A	D	D	A	D	D	A	A
AGA	SA	D	SA	D	SA	A	D	D	A	A	D	D	A	A	A
A	A	D	A	D	A	A	SA	SA	SA	A	D	A	A	SA	SA
BHA	A	SA	D	A	D	A	D	SA	SD	D	SA	D	SA	SD	D
CA	A	D	A	D	A	D	A	D	A	A	D	A	A	D	D
DSP	A	D	A	D	D	A	A	A	D	D	D	D	A	A	A
DWA	A	A	D	D	A	SD	A	SA	D	A	SD	A	D	SA	A
DP	A	D	A	D	A	D	A	D	A	A	D	SA	SA	A	A
DAMSN	D	D	A	D	A	D	A	A	SA	SA	A	D	D	D	A
DMP	SA	D	A	D	SA	A	A	SA	SA	A	D	SA	SA	SA	A
DRA	A	D	A	A	SA	A	A	SA	A	SA	D	A	D	A	A
FC	SA	D	SA	D	SA	SD	SA	D	SA	SA	SD	SA	SA	SA	SA
F	A	D	SA	A	A	D	SA	SA	A	D	A	A	A	A	SA
FAZBD	A	D	D	D	A	SD	D	D	A	D	SD	A	A	A	D

Then, the Researcher asked to the students to make example about Opinion and Thoughts and the Researcher ask the Student’s to Present in front of the class. Some of the student said, Sir i can’t explain in detail because i am not really good in English (Pak saya gak bisa menjelaskan dengan rinci karena saya gak terlalu pandai ngomong bahasa inggris dan kosa kata saya terbatas). And there’s another Student’s who are struggling in pronouncing the English Word. Sir it’s quite hard to pronounce the word. (Pak agak susah ngucapinnya).

Finally, the other student came in front of the class and gives the example of Opinion and Thoughts, “My Opinion about Ronaldo he is the best football player in the world. And my Thoughts about him he is the best and he is my favourite football player. and he said.”I’m sorry, if my pronunciation was bad sir” he continued. The Researcher said, “Give applause.” Then, the Researcher gives the feedback to the student’s” there was an error grammatical in his sentence. Suddenly, the bell was ringing, and the lesson is closed and the Researcher walk out from the Class.

Results of Questionnaire

Name	Number of Question														
Students Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AAS	A	D	A	D	A	D	A	A	A	A	D	A	A	A	SA
AKFP	A	D	A	D	A	A	A	A	A	D	D	A	A	A	A
ABP	A	D	D	A	A	A	A	A	D	D	A	D	D	A	A
AGA	SA	D	SA	D	SA	A	D	D	A	A	D	D	A	A	A
A	A	D	A	D	A	A	SA	SA	SA	A	D	A	A	SA	SA
BHA	A	SA	D	A	D	A	D	SA	SD	D	SA	D	SA	SD	D
CA	A	D	A	D	A	D	A	D	A	A	D	A	A	D	D
DSP	A	D	A	D	D	A	A	A	D	D	D	D	A	A	A
DWA	A	A	D	D	A	SD	A	SA	D	A	SD	A	D	SA	A
DP	A	D	A	D	A	D	A	D	A	A	D	SA	SA	A	A
DAMSN	D	D	A	D	A	D	A	A	SA	SA	A	D	D	D	A
DMP	SA	D	A	D	SA	A	A	SA	SA	A	D	SA	SA	SA	A
DRA	A	D	A	A	SA	A	A	SA	A	SA	D	A	D	A	A
FC	SA	D	SA	D	SA	SD	SA	D	SA	SA	SD	SA	SA	SA	SA
F	A	D	SA	A	A	D	SA	SA	A	D	A	A	A	A	SA
FAZBD	A	D	D	D	A	SD	D	D	A	D	SD	A	A	A	D
GA	A	D	A	A	A	SA	A	D	A	D	A	D	A	D	A
IMBS	SD	SA	SD	SA	D	SA	SD	D	SD	SD	SA	SD	SD	SD	SA
IN	D	D	D	SD	D	SD	SD	D	A	A	D	A	A	A	SA
I	A	A	A	D	A	D	A	D	A	A	D	A	A	D	D
JM	D	A	A	D	A	A	D	D	D	D	D	D	SD	D	D
MAM	A	D	D	A	A	A	SA	SA	D	A	SD	A	A	A	A
MR	A	D	A	D	A	A	D	SA	SA	D	SD	SD	D	A	D
M	A	D	A	D	SA	A	D	SA	SA	A	D	A	SA	SA	A
MASH	A	SA	D	A	D	D	SA	D	D	SD	SA	SD	D	A	SD
MBA	A	SA	D	D	D	A	A	D	A	SD	D	A	D	D	A
MD	A	D	A	SA	A	SD	SA	SA	A	D	SA	A	A	SA	A
ND	A	A	A	D	A	A	D	A	SA	A	D	D	A	A	A
PNI	A	D	D	A	SA	D	D	D	D	D	A	D	SD	A	SA
R	A	D	A	D	A	A	A	SA	A	SA	D	SD	A	A	SA

The Percentage Table of the Questionnaire Results

Number of Question	The Percentage of Questionnaire Result			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1	10%	90%	10%	10%
2	10%	10%	90%	0%
3	10%	90%	50%	10%
4	10%	40%	90%	10%

5	40%	90%	40%	0%
6	30%	70%	60%	50%
7	40%	80%	40%	20%
8	80%	30%	60%	0%
9	50%	90%	40%	20%
10	40%	80%	70%	30%
11	30%	40%	90%	40%
12	40%	70%	60%	30%
13	40%	80%	50%	30%
14	40%	90%	30%	20%
15	50%	90%	30%	10%

It can be concluded that the thirty of the students in the class XII IPS 2 in the school of Al-Ma'shum Kisaran has a Difficulties in Speaking English. It can be seen on the Question number eight and fifteen most of the student's In the class XII IPS 2 has a difficulties in Pronunciation and they're lack of Vocabulary in English. it has the biggest percentage the Question number eight has (80%) and the Question number fifteen has (90%) among the other number of the Question. Here are some of the Interview Transcript result from the student's from the class XII IPS 2

Interview Results

The Numbers of Students	Students Answers
Student 1	English Class is Hard, Rarely to Learn about English, Doesn't Interested in English, didn't want to talk in English inside the Class because he didn't able to Speak in English, Hard for the Student's to memorize English Vocabulary and the student was struggle in pronouncing the English words, the Teacher teach the Student's well in the class but the Student's didn't take it serious, didn't learn English outside of the School, the Teacher must use the Question and Answer Method.
Student 2	English Class is good English Class is Important and it's important to learn English so that we can understand English, The Student's heart beating really fast in English Class because he didn't understand English, The Student's only spoke the English Words that he knows in the Class, Interested to talk in English inside the Class, Hard to Pronounce the English Words, the Teacher Teach the Students the English subject well inside the Class, Learn English Through the Teacher in the School, The teacher must be fun and the teacher have to use the approach method.

Student 3	English class is hard and sometimes it's easy, it's hard to understand English, didn't like to talk in English inside the class, Interested to talk in English while in class, It's hard to compare the English words, The Student's were talking stutter, The teacher teaching the student's really well in English subject, Didn't learn English outside of the school because of busyness, The teacher must use the method of using a games while teaching English subject.
Student 4	Doesn't like English class, The Student's feels just normal when she is inside the English class, Do not like to talk in English when inside the class, didn't interested in English, It was hard to talk in English (hard to pronounce the English word), The teacher teaching the Student's about English quite well, Didn't learn English outside of school, Doesn't want to learn about English (don't have the intention in learning English).
Student 5	English class is hard, English class is confusing because lack of studying about English, didn't like to talk in English inside the class, Interested to be able to talk in English so that he can use it anywhere, Hard to pronounce the English word, The teacher teach the student's well in English subject, Didn't learn English outside of the school because the student doesn't have an intention to learn English because it's hard, don't know how to increase the enthusiast to learn English inside the class.
Student 6	English class is incredible it could help us in understanding about English, English class is confusing because the student's didn't mastered English, Didn't like to speak English inside the class because the student's didn't understand, Interested to speak in English inside the class, Hard to pronounce the English words (had a problem in pronunciation), The teacher teach English well in the class, Didn't learn English outside the school because of lazy, The class must be calm while learning English inside the class.
Student 7	English class is not good because the student didn't like it, What the student feels while she is inside the class was in between happy and not happy, Didn't like to talk in English inside the class because the student didn't like English, Doesn't interested in English, It's hard to pronounce the English words,

	The student have a problem with her tongue, The teacher teach the English subject well in the class, Didn't learn English outside the school, Can't give a reason how to increase the enthusiast to learn English in the class because the student didn't like it.
Student 8	English class is a bit hard, The student were only silent in English class and the student didn't understand much about English, The student didn't really like to talk in English inside the class the student said she can talk in English if with a text and she can't talk in English by heart, Hard to pronounce the English word and it is hard for the students to memorize the English vocabulary, The teacher teach the English subject well in the class, Didn't learn English outside the school because the student doesn't have time to take the English course, The teacher must be fun.
Student 9	English class is quite complicated, The student feels just normal while she is inside the English class, The student didn't like to talk in English inside the class because it's complicated, The student interested a bit to talk in English but it's a bit complicated to talk in English, The student had a problem in understanding the English words, The teacher teach English well in the class, The student didn't learn English outside the school because the student doesn't interested to learn English, The teacher must use English frequently when she talks to the student.
Student 10	English class is good but it was confusing because the student didn't understand English, The student feel just normal when she is inside the English class, The student interested to talk in English, The student had a problem in pronunciation the English word because she is not used talking in English, The teacher teach English subject well in the class, The student didn't learn English outside of the school, The conditions of the class must be calm.

CONCLUSION

Based on the analysis and discussion sections, the researcher determines the students' difficulties in Speaking. In pronunciation, the majority of students make errors when pronouncing the English words. They can't pronounce English words correctly since they're not used to speaking English. They have no intentions to study English since they are not interested in doing so. Because they do not intend

to study English, they have a limited understanding of the language and its vocabulary. They stutter when speaking in English due to a lack of vocabulary.

BIBLIOGRAPHY

- Al-Roud, A. A. 2016. *Problems of English Speaking Skill that University Students Encounter from Their Perspectives. British Journal of Education, Society & Behavioural Science*. 18 (3): 1-9. DOI: 10.9734/BJESBS/2016/28404. Retrieved from <http://www.sciencedomain.org/review-history/16679>
- Bailey, Kathleen M. 2003. *Practical English Language Teaching*. New York: Mc. Graw-Hill Companies, inc
- Creswell, John W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- M.A.K. Halliday, 2014. *An Introduction to Functional Grammar: Fourth Edition*. London: Edward Arnold.
- UR, Penny. 1991. *A Course in Language Teaching (Practice and Theory)*. London: Cambridge University Press.
- Ur, P. 1996. *A Course in Language Teaching*. London: Cambridge University Press.