



STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING LESSON AT THE ELEVENTH GRADE OF STATE SENIOR HIGH SCHOOL 04 MUKO-MUKO

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KEYWORDS

ABSTRACT

Difficulties,
Speaking

This research aimed to describe the students' difficulties encountered by the eleventh-grade students of State Senior High School 04 Muko-Muko in English Speaking Lesson and to describe the factors causing the difficulties in English Speaking Lesson at the eleventh grade of State Senior High School 04 Muko-Muko. This research used mix method research design. The subject of this research was eleventh grade students at State Senior High School 04 Muko-Muko. The sample of the research was 31 students for questionnaires and 10 students for interview. The instruments of this research were questionnaire adapted from Rahayu (2020) and interview. The researcher analyzed the data by finding the percentage of each question item in questionnaire while interview data was analyzed by data reduction, data display, and drawing conclusion. This study found two findings. First, the result showed that there were five psychological difficulties encountered by the eleventh grade students of State Senior High School 04 Muko-Muko in English Speaking Lesson, namely lack of motivation, anxiety, shyness, fear of mistakes, and lack of confidence. Second, based on five psychological difficulties, there are several factors causing namely no awareness to learn english, no interest of English, no knowledge of the importance of English, students' low English skill in vocabulary and pronunciation, friends' negative responses, teacher's bad responses, and students' terrible belief in their English skill. To sum up, the next study is recommended to find the strategies to overcome the students' difficulties in English speaking lesson.

KATA KUNCI

ABSTRAK

Kesulitan,
Berbicara

Penelitian ini bertujuan untuk mendeskripsikan kesulitan siswa yang dihadapi oleh siswa kelas XI SMA Negeri 04 Muko-Muko dalam Pelajaran Berbicara Bahasa Inggris dan untuk mendeskripsikan faktor-faktor penyebab kesulitan dalam Pelajaran Berbicara Bahasa Inggris di kelas XI SMA Negeri 04 Muko-Muko. Penelitian ini menggunakan desain penelitian campuran. Subyek penelitian ini adalah siswa kelas XI SMA Negeri 04 Muko-Muko. Sampel penelitian ini adalah 31 siswa untuk kuesioner dan 10 siswa untuk wawancara. Instrumen penelitian ini adalah kuesioner yang diadaptasi dari Rahayu (2020) dan wawancara. Peneliti menganalisis data dengan cara mencari persentase masing-masing item pertanyaan dalam kuesioner sedangkan data wawancara dianalisis dengan reduksi data, penyajian data, dan penarikan kesimpulan. Studi ini menemukan dua temuan. Pertama, hasil penelitian menunjukkan bahwa ada lima kesulitan psikologis yang dihadapi oleh siswa kelas XI SMA Negeri 04 Muko-Muko dalam Pelajaran Berbicara Bahasa Inggris, yaitu kurangnya motivasi, kecemasan, rasa malu, takut salah, dan kurang percaya diri. Kedua, berdasarkan lima kesulitan psikologis, ada beberapa faktor penyebab yaitu tidak ada kesadaran untuk belajar bahasa Inggris, tidak ada minat bahasa Inggris, tidak ada pengetahuan tentang pentingnya bahasa Inggris, rendahnya keterampilan bahasa Inggris siswa dalam kosa kata dan pengucapan, tanggapan negatif teman, guru yang buruk. tanggapan, dan keyakinan buruk siswa dalam keterampilan bahasa Inggris mereka. Singkatnya, penelitian selanjutnya direkomendasikan untuk menemukan strategi untuk mengatasi kesulitan siswa dalam pelajaran berbicara bahasa Inggris.

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INTRODUCTION

Speaking skill is a necessity in learning English. It is an indicator to measure how well a student's ability in English because everyone who learns a language is referred to speak the language effectively and correctly. In the Indonesian Ministerial Decree No 64/2013, the purpose of learning English is to speak fluently in English, especially in the dialogue that often occurs every day. Speaking is the main factor to develop other English language skills namely reading, writing, and listening (Putri et al, 2020).

In addition, English speaking in high school must be learned by the students either grade X, XI, or XII. In the Indonesian Ministerial Decree No 64/2013, it is stated that English is one of the key subjects in the image of the 2013 curriculum. The learning objective is to improve students' skills in communication both in spoken and written form. The learning material should be concrete so students can use it in daily life. Students are usually assigned to interpret the expression every day. As Brown et al (1983) state students need skills mostly related to real-life situations.

In this study, State Senior High School 4 Muko-Muko has the same goal as in the Indonesian Ministerial Decree No 64/2013 namely students must be able to speak in English. This school really pays attention to the learning quality. It has A accreditation. Regarding the students' experiences, the speaking lessons are often conducted in the classroom such as conversation, storytelling and QnA between teacher and students. Unfortunately, this school hasn't been studied yet related to students' difficulties in English Speaking Lesson. Therefore, this study will give benefits for the school development, especially on learning speaking.

Furthermore, the researcher chooses to conduct the study at State Senior High School 4 Muko-Muko because of the accessibility. First, this school is not far from the researcher's house. The researcher only needs about 15 minutes to go there. Second, the researcher knows the teachers well. They are used to talking to the researcher. Third, some students are the researcher's neighbor. Thus, the researcher can collect the data easier.

Learning speaking needs more practices. The teacher must have strategy to create a proper speaking activity. Hopefully, it can improve students' speaking ability. For instance, the teachers build up the activity, while the students have to participate. In the end of the activity, teacher gives sympathy and useful feedback for students. It motivates them to do more practice in speaking. Thus, the students are eager to speak English again and again (Nabilah, 2019).

On the other hand, students face many troubles in speaking English. Rahayu (2020) states that mostly students have troubles in speaking such less lexicon, less articulation, less inspiration, worry about failure, shame, and first language habit. Then, Widagdo (2018) reveals other speaking troubles confronted by the students namely verbal troubles, first language use, and restraints. Asworo (2019) states that the difficulties in verbal troubles are the need of lexicon, articulation and language structure. Also, he states non verbal viewpoints such as restraints, no ideas, passive learners' participation, local dialect, fear, modesty, need of beliefs and no inspiration.

In addition, Farhani et al (2020) propose five major barriers to the English-speaking anxiety of senior high school students in Indonesia, made up of (1) lack of knowledge of vocabulary, (2) grammar as a stumbling block, (3) fear of others' negative reactions, (4) low bravery when speaking publicly in English, (5) anxiety when speaking

English. While Nurfitri and Rahmawati (2021) reveal other difficulties namely affective factors (low motivation & anxiety), listening ability, inhibition, focus on grammar, social environment, and mother-tongue use. Prasetyaningrum et al (2021) also declare the student's low vocabulary mastery, students' pronunciation, students' ability in arranging words, and students' fear in speaking English.

Some recent studies have conducted the study with the theme namely students' difficulties or problems in learning English especially on Speaking. This study is not same as the previous studies, because the researcher takes different subject and setting of the research. The first previous study takes The Twelfth Grade of State Senior High School 1 Jatnom, the second is Primary School Students and the third one is the Tenth Grade of SMK N 2 Purworejo. Meanwhile, the subject of this study is at The Eleventh Grade of State Senior High School 4 Muko-Muko. Besides, this study only focuses to analyse students' difficulties in the aspect of fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation based on the theory of Thornbury (2005).

Thus, the researcher aims to do a study about students' difficulties in learning to speak. Specifically, it aims to determine the students' difficulties in learning speaking from fear of mistake, shyness, anxiety, lack of confidence and lack of motivation. The next is the factor causing their difficulties in speaking English. From the background above, the researcher decides to conduct a research entitled "Students Difficulties in English Speaking Lesson at The Eleventh Grade of State Senior High School 4 Muko-Muko".

METHODS

Participants / Subject / Population and Sample (Level 2)

This study was conducted by mix method research design focused on the case of the eleventh grade students' difficulties in English Speaking at the State Senior High School 04 Muko-Muko. Therefore, the researcher used both quantitative study and a qualitative study. In this study, the researcher used close-ended questionnaire as quantitative study and interview as qualitative study. A quantitative study is the study which collects the data in the form of number. Meanwhile, a qualitative study is the study which collects the data in the form of words. It depicts a phenomenon which is linked to subject of research (Kawulich, 2004). The subject of this research was eleventh grade students at State Senior High School 04 Muko-Muko. The population of the research consisted of 122 students. The researcher took 25% from population as sample for questionnaire, so the sample was 31 students. Meanwhile, the researcher took 10 students based on criterion for collecting the data of interview. The criterion was 10 students had all difficulties provided on questionnaire.

Instruments (Level 2)

In this research, the researcher used questionnaire and interview. The questionnaire was in the form of paper-based questionnaire in Indonesian. The type of questions used in the questionnaire was closed-ended question. It was adapted from Rahayu (2020). The questionnaire consisted of questions about students' difficulties and factor causing the difficulties. Meanwhile, the interview questions were taken from a questionnaire, which was an open-ended question. It was intended to confirm the participants' answer of the questionnaire in order to avoid their biased answers in the questionnaire about

students' difficulties and factor causing the difficulties. Furthermore, interview was used to get a detailed answer of the data obtained from the questionnaire. In conducting the interview, the researcher used Bahasa Indonesia in order to deliver the question clearly to the interviewee.

Data Analysis Procedures (Level 2)

In this research, the researcher used quantitative and qualitative analysis. In quantitative, the researcher analysed the questionnaire data by finding the percentage of each question item. Meanwhile, the interview data were analysed by qualitative data which included three steps to be done by the researcher namely data reduction, data display, and drawing conclusion.

1. Data Reduction

After collecting the interview data, the researcher did the sorting, distinguishing, compressing, and converting all data in order to be suitable based on the research need. The data source was phone recorder so the researcher converted the data in the form of words.

2. Data Display

After data reduction step, the researcher created the result of previous step in displaying data. It was organized and compressed data which could be presentation in this research. After that, the researcher could undertake data analysis to interpretate the findings and discussion of this research problems.

3. Drawing conclusion

The last step in analyzing data was getting the findings of this study. After collecting the data, the researcher followed the first, second and this last step. Finally, the researcher could get data display which were used to draw conclusion as the research result.

FINDINGS

The researcher obtained the data for this research by using questionnaire and interview as the research instrument. The questionnaire was used to find students' difficulties. Meanwhile, the interview was used to the factors causing the difficulties encountered by the eleventh grade students of State Senior High School 04 Muko-Muko in English Speaking Lesson.

Students' Difficulties in English Speaking Lesson

From the result of questionnaire, the researcher found that the students have some difficulties in English speaking lesson as follows.

Table: 1 Students' Psychological Difficulties

Difficulty	Yes	No
Lack of Motivation		
Question 1	11	20
Question 2	17	14
Anxiety		
Question 3	31	0

Shyness		
Question 4	30	1
Question 5	30	1
Question 6	24	7
Fear of mistake		
Question 7	31	0
Question 9	27	4
Lack of confidence		
Question 8	29	2
Question 10	31	0
Question 11	31	0

The data above show that there are 5 difficulties encountered by students in eleventh grade of State Senior High School 04 Muko-Muko in English Speaking Lesson. On the question 1 and 2 related to first difficulty, the answers of No reveal that students have difficulty of it. Meanwhile, on the question 3 till the end of question, the answers of Yes reveal that students have difficulties.

On the question 1, 20 students reveal that they have lack of motivation, while 11 students do not. On the question 2, 14 students have lack of motivation and 17 students do not. On question 3, 31 students reveal that they have anxiety in speaking lesson, so it means that all students have the difficulty. On question 4 and 5, 30 students reveal that they have the difficulty of shyness, while only one student does not. On question 6, 24 students assert that they are shy in speaking lesson.

Next, on question 7 and 9, it indicated the students' difficulty in fear or mistake. 31 students on question 7 state that they fear of mistakes in speaking lesson, so none does not fear of mistakes. Then, 27 students on question 9 support the previous question where they also declare that they fear of mistakes, while 4 students do not.

Last, the questions number 8, 10 and 11 indicated the students' difficulty in term of lack of confidence. On question 8, 29 students reveal that they have lack of confidence, while 2 students do not. On question 10 and 11, 31 students show that they have lack of confidence, so it means that all students have the difficulty. In sum, most students certainly have difficulty in those five psychological difficulties in English speaking lesson.

The Factors Causing the Difficulties in English Speaking Lesson

Based on the result of interview, the researcher found the factor causing five difficulties experienced by students as described previously as follows.

a. Causes of Lack of Motivation

Based on the result of interview, there are three reason why students have lack of motivation. First, students do not have the awareness to study English further. They were not aware about how important English is. As Participant 1 said "*Saya tidak mau belajar bahasa Inggris lagi di masa depan. Saya tidak akan melanjutkan studi (kuliah) yang berhubungan dengan bahasa Inggris suatu hari nanti*". Based on the statement from participant 1, it means that he did not want to study English continuously.

Second, they do not have interest in English. Participant 2 said “*Saya tidak suka belajar bahasa Inggris*”. Besides, participant 3, 4, 5, 6, and 9 also showed that they were not interested in English at all. They do not have any ideas to be able to speak English. Meanwhile, participant 7, 8 and 10 showed the specific reason that English is difficult, so they always cannot understand English, so they do not want to study English.

Third, they said that English is not necessary in daily life so they do not need to be able to speak English well. As participant 4 said “*Karena teman saya tidak suka bahasa Inggris dan mereka tidak membutuhkan bahasa Inggris untuk berbicara sehari-hari sehingga kami sama-sama tidak termotivasi untuk belajar bahasa Inggris*”. Participants 1, 3, 5, 7, 8, 9 and 10 also showed the statements related to the friendship environment around them which does not encourage them to study English.

Based on there factors causing above, the researcher found the main factor causing is students do not have interest in English. Most students always state that they do not like English or they do not want to study English. Every student does not have desire to study English, so it affects to their environment which does not have desire of English as well. Therefore, it appears the next factor namely unsupported environment and no awareness to study English further.

b. Causes of Anxiety

Based on the result of interview, there are two reasons why students are anxious to speak English namely the students’ low English skill and students’ fright of friends’ negative responses. First, students have low English skill. Participant 7 said “*Karena saya takut salah dalam pengucapan kosakatanya*” and Participant 10 said “*Karena kosakata yang saya miliki hanya sedikit*” Based on the statement from participant 7 and 10, it means that students have low skill in pronunciation and vocabulary knowledge. Those statements were also supported by other participants namely participants 1, 2, 3, 4, 5, and 9.

Second, students have fright of friends’ negative responses. Participant 6 said “*Saya takut ditertawakan seolah saya sombong menggunakan bahasa Inggris*”. Then, participant 8 also said “*Saya takut salah di depan teman-teman*”. Based on the statements from participant 6 and 8, it means that students were anxious to speak English because of their friends. They are afraid to be wrong in front of their friends due to their English wrong or behaviors in speaking.

Based on two factors causing above, the researcher found the main factor causing is students’ low English skill. Most students always state that they cannot pronounce English vocabulary well and their vocabulary knowledge is limited. They have little skill in pronunciation and vocabulary so they are anxious to speak English. It is the main factor which trigger another factor which is fright of friends’ negative responses. Every student does not have good pronunciation and vocabulary skill, so their friends might comment with negative responses related to evaluate their mistakes in speaking.

c. Causes of Shyness

Based on the result of interview, there are two main reasons why students are shy. First, students think that their friends and teacher give intimidation for them such as their judgment of their own capability which is the worst. As participant 1 said

“*Karena jika saya tidak bisa lalu diejek*” and participant 5 said “*Karena saya takut ditertawakan oleh teman*”. Then, participant 2 also said “*Karena saya takut salah di depan guru dan dimarahi guru*”. Participants 3, 4, 6, and 7 also supported the statements from the participants 1, 2 and 5.

Second, they have low English comprehension to speak English well. Participant 3 said “*Karena saya tidak bisa berbahasa Inggris*” and participant 4 said “*Karena saya tidak mempunyai kemampuan berbahasa Inggris*”. Based on the statement from participant 3 and 4, they declared that they have low English skill and even they stated that do not have English skill at all. Moreover, other students also state that they have low English ability. It means that all students have low speaking English ability.

Based on two factors causing above, the researcher found the main factor causing is students' low English comprehension to speak English well. Most students always state that they cannot speak English. Therefore, they may get bad judgments from their friends and teacher related to their worst speaking performance. Then, it becomes the next factor causing which triggers students to be shy in speaking English.

d. Cause of Fear of Mistake

Based on the result of interview, there are two reason why students fear of mistake. First, students have not already understood how to speak English well as stated by participant 1, “*Karena saya tidak bisa memahami bahasa Inggris*” and participant 2 with the same statement, “*Karena saya tidak bisa memahami bahasa Inggris sama sekali*”. Moreover, participants 3, 4, 7, 8, and 9 also supported the statements of participant 1 and 2. Participants 7 asserted that “*Karena saya takut jika kosa kata yang saya ucapkan salah sehingga teman tidak paham dan terdengar aneh*”. Based on the statements from participants 7, she realized that her bad understanding in speaking will make it worst.

Next, the second reason is friends' negative judgments. Students are frightened to be seen as a stupid person from their friends' point of view. As participant 1 said “*Temannya selalu mengejek saya ketika saya salah mengucapkan kosakata bahasa Inggris. Mereka menertawakan saya sehingga saya kehilangan konsentrasi dan tidak fokus untuk berbicara bahasa Inggris dengan benar*”. Based on the statement from participant 1, it can be concluded that their friends like to give negative judgments or they laugh at the students' mistakes. As a result, most students are afraid to speak English. It was supported by other participants as well. All participants asserted the same statement which connected to friends' negative judgments.

Based on two factors causing above, the researcher found the main factor causing is friends' negative judgments. All students always state that they are afraid to be wrong in front of their friends because their friends will laugh at them. Thus, they avoid to practice English because they know that they must have mistake in speak English practice. Therefore, they must have not understand English where they never want to try or practice English. It is impossible for them to be able to understand how to speak English well without practice. Students declared that English is difficult lesson for them. Meanwhile, they avoid to make mistake in practice speaking English. It is better for them to have mistakes in order to correct the mistake and try to be better.

e. Causes of Lack of Confidence

Based on the result of the interview, there is only one main cause why students are not confident to speak English namely students' terrible belief in their English speaking ability. They stated that they cannot understand English as stated by participant 7 "*Karena saya selalu tidak bisa memahami pengucapan bahasa Inggris*". Participant 1 also have the same idea with participant 7, where he said "*Karena saya tidak fasih dan tidak mengerti bahasa Inggris*".

Then, in their point of view, English vocabularies have difficult pronunciation, so they will not be able to as participant 6 said "*Karena saya merasa belajar pengucapan bahasa Inggris itu sulit*" and participant 2 said "*Karena saya tidak tahu cara membaca tulisannya sebab tulisan bahasa Inggris dan cara pengucapannya berbeda. Tidak seperti bahasa Indonesia*". The statements from participant 2 and 6 were supported by others namely participant.

On the other hand, they do not learn English seriously as participant 1 said "*Karena saya kurang berlatih berbicara bahasa Inggris*". Thus, they definitely cannot understand English and memorize English vocabulary as well. It must cause their low English skill. The statement from participant 1 was supported by participants 2, 3, 4, 5, and 10. All of them asserted that they do not have enough time to study and understand how to speak English well. In sum, students' terrible belief namely they cannot understand how to speak English well makes them lack confidence to speak English because they think that they certainly cannot speak English.

DISCUSSION

Based on the result of the questionnaire and interview, the researcher found 5 students' difficulties in English speaking lessons and the factors causing those difficulties as well. The difficulties are lack of motivation, anxiety, shyness, fear of mistakes, and lack of confidence. All difficulties are experienced by students with the main difficulty namely lack of motivation. Motivation becomes the source of other difficulties that occurred.

First, the researcher found that most students have lack of motivation so they are difficult to speak English in English speaking lesson. Each individual does not have intrinsic motivation. Also, extrinsic motivation does not exist around them such as from friends. Students and friends do not have the motivation to learn English. They do not have an interest in speaking English. There is no awareness towards the importances of English for them in the future. It is in line with Rahayu (2020) that states students have speaking problems because they have no concern to learn English speaking and no support from their classmates. As a result, students who have lack of motivation will be lazy to study (Hirawati, 2021).

Second, the researcher found that all students have anxiety in speaking English. Anxiety means that students are afraid to speak English. It is caused by students' low English comprehension and their friends' negative response in speaking English. They have low comprehension of how to pronounce English word correctly. Students usually have low comprehensions in terms of insufficiency of lexicon, articulation, and language structure awareness (Asworo, 2019). Besides, they have the little vocabulary to

arrange the sentences while they are speaking English. It is in line with Prasetyaningrum et al (2021) that found most high school students have low vocabulary mastery so they cannot speak English fluently. Thus, their friends laugh to know it. However, students who have laughed also cannot speak English well.

Third, the researcher found that most students feel shy to speak English. They feel shy in front of the class because of their low English ability, friends' negative judgments and teacher's bad response of their speaking performance. Generally, all students have terrible English ability. All of them have known the consequences that they are going to have negative responses. The students' environment does not support them to speak English (Nurfitri and Rahmawati, 2021). For instance, when a students speak English, their friends do not support them. Moreover, the teacher does not give a good response which builds their eagerness to learn English more.

Fourth, the researcher found students' fear of mistakes in speaking English. It becomes students' difficulty to be able to speak English correctly and properly. Making mistakes are good for students in order to correct their speaking skill better. This difficulty is also caused by students' low English ability and friends' negative judgments. They fear of making mistakes because their friends like to mock them continuously. Students think that making mistakes in speaking in front of their classmates is very embarrassing so they prefer not to speak at all (Widagdo, 2018). Thus, they avoid speaking English.

The fifth difficulty is students' lack of confidence. Most students perceived that they cannot have a good English speaking skill. This difficulty is mostly caused by students' terrible belief in English. They cannot pronounce English word correctly and memorize English words. It is probably because they never learn English seriously. Moreover, majority of Indonesian high school students did not get used to speaking English outside the classroom, so they have lack of English speaking practice (Nurfitri and Rahmawati, 2021).

From the five difficulties, those difficulties have three main factors causing namely students' lack of English interest, students' low English ability and friends' negative judgments. Students' lack of interest of English must be the main causing because they do not learn English seriously. Thus, they must have low English ability as the next factor causing. Then, due to the low English ability, their friends mocked at their mistakes. Unfortunately, students would rather to avoid speaking English because of the mistakes and their friends' mock.

Compared to the previous study, the finding of this study is different. This study found 5 psychological difficulties. Meanwhile, others did not. For instance, Rahayu (2020) found 7 students' problems both linguistics problems and psychological problems. Widagdo (2018) found three verbal speaking difficulties. Asworo (2019) found verbal and non verbal students' speaking difficulties. Farhani et al (2020) found five major difficulties which is verbal and non verbal problems. Hirawati (2021) found linguistics problems and psychological problem in online speaking learning. Nurfitri and Rahmawati (2021) found 2 psychological problems and 5 other problems. Prasetyaningrum et al (2021) found 3 linguistics problems and 1 psychological problem.

However, this study is also similar with the previous studies. First, this study has the same topic as the previous studies namely students' difficulties in English speaking lesson. Second, the findings of psychological difficulties cannot be separated from

linguistics problems as factor causing. Although this study only focused to examine psychological difficulties, there are several linguistic problems as factor causing the psychological problems such as lack of vocabulary and pronunciation knowledge. Thus, this study found the lack of vocabulary and pronunciation knowledge as factor causing psychological difficulties.

CONCLUSIONS

Based on the result of this study, the researcher can draw conclusion that there are five psychological difficulties encountered by the eleventh grade students of State Senior High School 04 Muko-Muko in English Speaking Lesson. They are lack of motivation, anxiety, shyness, fear of mistakes, and lack of confidence. Based on five psychological difficulties, there are several factors causing. They are no awareness to learn english, no interest of English, no knowledge of the importance of English, students' low English skill in vocabulary and pronunciation, friends' negative responses, teacher's bad responses, and students' terrible belief in their English skill.

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