

## ENGLISH EDUCATION JOURNAL (E2J)

Research Journal

<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

e-ISSN: 2686-3731

p-ISSN: 2460-0504

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Publisher:

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## STUDENTS' PROBLEM IN SPEAKING ENGLISH AT SECOND GRADE OF SMA NEGERI 1 SIOMPUPU BARAT

**La Mido**

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### Article Info

*Article history:*

Received: 22/10/2019

Received in revised form: 29/10/2019

Accepted: 05/11/2019

### Abstract

Students' Problem in Speaking English at Second Grade of SMA Negeri 1 Siompupu Barat, La Mido, FKIP Unidayan Baubau. This research aims to investigate the problems of speaking English at the second grade of SMA Negeri 1 Siompupu Barat. This research applied a qualitative research, categorized as a case study. Two kinds of instruments of collecting data were used; observation and interview. In analyzing the data, the researcher used three steps inner activities analysis; data reduction, data presentation, and conclusion drawing. The result of the research showed that there are two problems of speaking English at the second grade of SMA Negeri 1 Siompupu Barat, consist of psychological and language problems. The psychological problems were fear of mistake, shyness, anxiety, lack of confidence, and motivation. Meanwhile, the students' speaking problem from language use were inhibition, nothing to say, low or even participation and mother tongue use. It can be concluded that there were some problems of speaking English at the second grade of SMA Negeri 1 Siompupu Barat.

Keywords : English, problem, speaking.

### 1. INTRODUCTION

Language is a collection of common spoken, manual, or written symbols in which people express themselves as subjects of a social group and participants in their community. Language's function includes communication, identity expression, play,

imaginative expression, and emotional release. We are living in a language world [1]. The people considered it to be a social phenomenon because they used language in society. As a means of communication, languages are used. To connect with others, we need language.

There are four skills gained in English education, including listening, speaking, reading and writing. Speaking English will be the first way to communicate with people in different countries in this study. Communication is defined as activity as the ability to express one self in the situation, or activity to record events, or the ability to converse or transmit a sequence of ideas fluently in precise words [2]. Furthermore, speaking as a way of communication strongly influences our way of life. We know that speaking is an important thing we have to master from that explanation [3]. Indeed, in Indonesian English learners, spend very little time in English using and thinking. Based on the training of the school, these are the things that can happen, say twice a week, each for an hour. In the classroom, their teacher may not involve them extensively in the traditional method. This means that less than two hours are now the actual time spent in one week. Regardless of how many years that they have already learned in the circumstance that they have experienced it in week instead of years.

There are some speaking skill problems that teachers may encounter in helping students in the classroom to speak. These are inhibition, lack of existing knowledge, limited participation and use of mother tongue. Inhibition is the first concern students' encounter in class. Sometimes they are distracted when they want to say something in the classroom. They are worried that they will make mistakes and fear criticism.

Based on the background above, the problem statement on the research "what were the students' problems in speaking English at the second grade of SMA Negeri 1 Siempu Barat?"

Based on the formulation of the problem, the objective of the research is "To find out and describe the students' problem in speaking english especially psychological and

language problem at the second grade of SMA Negeri 1 Siempu Barat".

## 2. METHOD OF THE RESEARCH

This research was categorized as a qualitative research. This qualitative research applied case study approach based on the phenomena that the researcher got at the pre-observation. case study used to describe and interpret what is there about the condition or relationship, the opinion that have been grown, the process is in progress, consequences or effects that occur, or a growing trend, hence use qualitative research [4].

The subject of this research was the students of SMAN 1 Siempu Barat in 2018/2019 academic years which consisted of 6 students. In order to facilitate the data collection, the researcher used two instruments; observation and interview. Observational methods are useful means of gaining understanding about the process involved in a situation. In observation, qualitative researcher obtains data by simply watching the participants. The researcher used this method to record directly related the problems of speaking English in SMA Negeri Siempu Barat. The second instrument was interview. The interview used in this study was an in-depth interview. It meant that the researcher asked several in-depth questions related to the focus of the problem so that with this in-depth interview, the data can be collected as much as possible. The researcher choosed this method of interview was to know the students' problem in speaking English that happened on subjects of the research that was in SMA Negeri 1 Siempu Barat.

In qualitative research, there are three inner activities analysis as follows: The first was data reduction. Reducing data means summarising, choosing key points, focusing on what matters, looking for themes and pattern". Therefore, the researcher selects a range of assessed comprehensive data with the formulation of the problem, which is related to the students' problems of speaking English faced by students. The second one was presentation of the data. In this study,

researcher presented data in the form of descriptive. Researcher describe in the form of description word. The last technique was conclusion drawing [5]. In this analysis, the researcher analyzed the data more intensively after all data obtained in the field was sufficient and considered sufficient, to be processed and arrange into research result up to the final stage of research conclusion.

One of the characteristics of qualitative research is that the research result should be negotiated with the informants. The goal is to obtain the valid data. Therefore, negotiations can be referred as one way to be taken in order to check the validity of the data. In this study, the negotiation was done by showing the participants a narrative description of the research results of the important events during the research process. The respondents were asked to read the result of this study. When the respondents found that the description did not match the reality the experience, then they were welcome to make corrections.

### 3. RESULT AND DISCUSSION

#### 3.1 Result

The problems of speaking English in subjects of the research were presented as in the following. Based on the observation, it presented that the teacher used dialog for teaching speaking English. During the speaking lesson, the researcher found that the students were poor in speaking. It causes the students not fluently when they were speaking English, their pronunciation was poor and the most important was the students sometimes feeling shy and afraid to speak.

In addition, the following observation, the teacher used group work for teaching speaking. The teacher gave them a topic to discuss and the student would be presented in front of the class. During speaking group, the researcher found that some of the students not talking too much, they just sit and watched their friend and not doing anything and after a few minute, one of the students presented their result of discussion. In this situation, the researcher found that,

some students was not confident and afraid to speak English.

Furthermore, the teacher used question and answer technique in learning speaking, the teacher using English when opening the class, after that mixed English and Indonesian to explain the materials. During in learning speaking process, the teacher gave the questions in English then the student have to answer with English. However, the problem got difficult to translate and answer the question they just heard and not doing anything. They would be waiting the explanation by using indonesian about the question. Then some of the students answer with indonesian and sometimes they mixed the language. It was because some of them were still confused to say or speak English in right and proper.

Furthermore, from the interviewed result, the researcher found several things of students' problems in speaking, as in the following:

#### 3.1.1 Psychological problem

In this research, the resercher found some of the students' problems about speaking, that were psychological and language problem, there were as follows:

##### a. Fear of mistake

The fear of making mistakes becomes worst when somebody in the past had pinpointed poor speaking skills. The consciousness is so high that might shun away from communication, just to avoid embarrassment or humiliation. When you come to this juncture, it becomes practically impossible to improve your spoken English, simply because you are not speaking the language enough. So, here were some reason that students faced by their fearful of making mistake when speaking English.

##### Extract 1 :

R: *Oh ok. Selain pengucapan sama kosakata, adik suka takut tidak kalau berbicara bahasa inggris?*

S: *Iya itu tadi, karna dia kurang kosa kata ku sama pengucapann ku masih belum jelas, jadi takut nya nanti ada yang salah.*

Based on the statement, researcher concluded that respondent 1 felt afraid. She frightened making mistake when he wanted to speak English.

**Extract 2 :**

S: Cara membacanya dia sulit, tapi saya juga takut kalau mau bicara bahasa inggris, belum berani.

R: *Kenapa takut?*

S: Kalau saya banyak yang saya takutkan, nanti dia salah pengucapan ku lah, takut nanti di tertawakan lah, tidak ada yang mengerti apa yang saya bilang.

Based on the statement, researcher concluded the respondent was afraid. In the other words, she was afraid to speak because she was poor of self-confidence and laughed by people if she mispronounced.

**Extract 3 :**

R: *Adek suka takut kah kalau mau bicara bahasa inggris?*

S: *Iya bu.*

R: *Kenapa adek takut?*

S: Takut salah, jangan sampai saya bicara dia tidak teratur.

Based on the statement, researcher concluded the respondent was afraid to speak because she was afraid to make a mistake and the rules of grammar.

The interview results showed that the students had same problems with the fear of speaking English. Most of them got fear when they wanted to speak English. It was same with the anxious they would be get fear when they make a mistake and get laughed by the others. The results observations indicated the reason of the students' problems infer when they wanted to speak in front of the class and was looked by the other friends.

**b. Shyness**

Shyness was an emotional thing that many student suffered from same time when they were required to speak English. Here was the result of interview about the students' feeling shy when they spoke English.

**Extract 6 :**

R: *Tadi kan takut, kalau malu, pernah tidak merasa malu pada saat mau bicara bahasa inggris?*

S: Tidak juga malu, kalau malu pada saat salah, terus di ketawakan sama teman teman.

R: *Oh iya, jadi kalau itu, ketika kamu salah, habis itu diketawakan sama teman-teman mu yah?*

S: *Iya*

Based on the statement, researcher concluded the respondent was shy when he want to speak English. It caused when he wants to speak English and make some mistake then get laughed by others. The same problem was happen to another respondent, she said that;

**Extract 7 :**

R: *Oh begitu, suka merasa malu tidak?*

S: *Iya bu*

R: *Malu nya itu karena apa?*

S: Yang buat malu, kalau di suruh bicara terus ada kata yang salah ucap.

Based on the statement, the respondent was felt shy when she wanted to speak English. She felt shy when she speak English and saying the wrong pronunciation.

The other respondent was response about feel shyness when she wants to speaking English;

**Extract 8:**

R: *Baiklah, kita simpulkan saja kalau adek takut salah jika menyebutkan kata dalam bahasa inggris. Ok lanjut lagi, adek merasa malu tidak kalau bicara bahasa inggris?*

S: Kalau saya memang pemalu, penakut sama apapun, apalagi kalau bicara bahasa inggris dia salah.

Based on the statement, researcher concluded the respondent felt shy. She said that she was shy when she wanted to speak English. Especially when she made a mistake or spoke English wrongly.

### c. Anxiety

Anxiety is one of the problems that students faced when they are speaking English. Most of the students were felt anxiety when they are speaking. Here was the result of students' anxious when speaking English.

#### Extract 9 :

R: *Ok, kita lanjut lagi. Apa adek merasa cemas ketika berbicara bahasa inggris?*

S: *Iya, cemas lah, apalagi kalau dapat giliran bicara, takut nanti pada saat bicara, saya salah ucapkan kata.*

Based on the statement, researcher concluded the respondent felt anxious when she wanted to speak. It causes that he still poor in vocabulary and pronunciation. Thus, it was one of the reasons of her difficulties in English, especially speaking. Another respondent gave responses about anxious:

#### Extract 10 :

R: *Oh jadi begitu, kalau merasa cemas pernah tidak?*

S: *Iyalah, saya orang nya kurang percaya diri, makanya kalau di suruh bicara, suka cemas, takut. Apalagi kalau ada kata yang susah di ucapkan, saya cemas nanti saya salah dan bikin orang tidak mengerti.*

Based on the statement, researcher concluded that the respondent sometimes felt anxious when she wanted to speak. It caused that she did not good enough in pronunciation and lack of confidence. For this reason, it indicated that this was one of the factors of her difficulties in English, especially in speaking.

The interview results showed that the students had same problems with the anxious. The results observations indicate the reason of the students' problem in anxious when they spoke English, especially in front of the class. They got fear when they spoke. They made a mistake of pronunciation and then got laughed from their friends.

### d. The lack of confidence

The important key in speaking a language is self confidence. The problems was most of

the students had no self confidence to speak English. Here was the reason that they did not have confidence to speak English:

#### Extract 12 :

R: *Ok. Jadi adek cemas karna takutnya nanti ada yang salah ucapkan kata. Kalau untuk kepercayaan diri bagaimana, suka percaya diri pada saat bicara bahasa inggris atau tidak?*

S: *Tidak percaya diri, kalau ada kata yang susah pengucapannya.*

R: *Jadi kalau ada kata yang susah di ucapkan adek tidak percaya diri?*

S: *Iya bu, takut salah.*

Based on the statement, researcher concluded that the respondent had a self-confidence to speak English. He had problem about his confidence. He did not feel confidence when he spoke English and when he got the word that difficult to pronounce.

#### Extract 13 :

R: *Selain itu, adek merasa percaya diri tidak pada saat mau bicara bahasa inggris?*

S: *Kadang-kadang bu.*

R: *Biasanya yang buat adek percaya diri itu apa?*

S: *Tidak percaya diri itu, ketika di panggil tiba tiba terus maju di depan pake bahasa inggris, saya bingung mau bicara apa.*

Based on the statement, researcher concluded that the respondentt did not feel confidentt when the teacher asked her to speak English in front of the class. It means that the students had problems with vocabulary and self-confidence. She can speak English but she need a time to prepare her performance.

### 3.1.2 Language Problems

#### a. Inhibition

Fearfulness or restraint in response to unfamiliar people, object and situation. These describe that inhibition affect to students' language learning specially in performing their language comprehension. The researcher foud out some reasons about students inhibition when speaking English :

**Extract 18 :**

R: *Jadi disini ibu mau menanyakan tentang masalah-masalah yang adek-adek hadapi pada saat berbicara bahasa inggris. Kalau boleh tau apa saja yang menghambat adek pada saat berbicara bahasa inggris?*

S: *Yang menghambat saya itu, pengucapan kata dalam bahasa inggris, terus kosa kata juga, saya susah kalau menghafal, suka lupa.*

From the responses above, the researcher said that students felt difficult when speaking English. He was poor of speaking caused he did not know much about vocabulary and his pronunciation were not clearly. The respondent was said, he forgot the vocabulary.

**Extract 19 :**

R: *Apa-apa saja yang menghambat atau kesulitan yang adek hadapi pada saat berbicara bahasa inggris?*

S: *Cara membacanya dia sulit, tapi saya juga takut kalau mau bicara bahasa inggris, belum berani.*

Based on the above statement, researcher concluded that the problem faced by the respondent was the pronunciation and the lack of confidence.

**3.2 Discussion****1. The Problem of Students Speaking in English**

According to the research finding, there were some problems facing by the students in speaking English. These problems were related with speaking components [6]. They were pronunciation, grammar, vocabulary and fluency. Some students reported that to ensure the grammatical accuracy, they thought about the particular grammar being involved before producing the utterance. Meanwhile in learning process, most of the students cannot talk a lot because they had no enough vocabularies. Vocabularies were the foundation of that all the English speaking components.

**2. Poor time management**

Time is one of an important element in education. Time neither indicates significance of efficiency nor the highest result that leads to it. When the teacher cannot control their time management, they can not be able to teach them effectively.

Based on the result of observation in the teaching and learning process, the researcher found that another problem on students' speaking was poor time management by teacher, so that the process of learning in the class becomes ineffective. This is indicated by the less time teachers can use to teach. Based on the result of interview to one of the students, she said that the teachers delay in teaching become the factor that cause the poor time management by teacher. The most obvious difference between successful and unsuccessful people in learning can be seen from they way they exploit time [7]. When teacher cannot manager their time, the spirit feels a little less welcome. Students learning suffered. As stated by [8], people who are more effective in planning their time tend to be more productive, more energetic, more efficient, and to have higher self-esteem.

**3. Improper use of teaching method**

Based on the result of observation in this research, the researcher found that the teacher did not use the proper method to increase the students' interest in learning speaking, So that the students were easy to feel bored. Teachers tend to use old methods that make students less interested. Students were rarely given the opportunity to participate. By lecturing methods, students were often passive because there was no mechanism to ensure that they were intellectually engaged with the material. Besides, students' attention was quickly after fifteen to twenty minutes and the information tend to be forgotten quickly when students were passive.

It is indicated that teaching methods were no doubt very essential for ideal result of learning. It is obvious that successful learning and teaching take place when right teaching method is used by teacher. The use of varied methods can give the spirit to the students so that they do not get bored on the material

provided by the teacher, [9]. He further explained that the view of successful achievement of stated objective in teaching and learning is always associated with using the right method. Teacher should update their teaching methods and try to make English lesson lively. So that the students would enjoy English lesson.

#### 4. Lack of learners' motivation

Based on the result of the research, the researcher found that students had lack of motivation in learning. It was indicated by during the teaching-learning process; the students did not pay attention to the teacher and did not response to the teacher's question. In addition, they also felt that English was not important because it is not their language. The students have more difficulties in comprehending what teacher mean in learning process if they do not have motivation. Students' motivation has to do with students' desire participate in the learning process. As stated by [10], motivation is represents the psychological progress, which lead to the emergence, the direction, and the persistence of voluntary actives directed toward particular goal. It means that the success of learning depends on high or low motivation of students. It can drive learners in reaching the learning goal.

Writing motivation as the internal process gives behavior its energy and direction. The major successful and unsuccessful learners are that the successful learner knows how to motivate themselves and control their motivation [11]. Motivating learners is an important task of the teacher in order to encourage the students to overcome the entire obstacle they face while learning. The purpose of motivation is to offer the students specific reasons why the lessons constant is important to know, comprehend, apply or perform. This motivation should appeal to each students personally and engender a desire to learn the material. Therefore, how to make students keep high learning motivation becomes the first challenge for the teacher.

#### 4. CONCLUSION

Based on the discussion, the conclusion of the research were psychological and language problems. The psychological problems were fear of mistake, shyness, anxiety, lack of confidence, and motivation. Meanwhile, the students' speaking problem from language use were inhibition, nothing to say, low or even participation and mother tongue use.

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