

The Analysis of Students' Difficulties in English Speaking in The Classroom

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ABSTRACT

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Speaking is important in learning English because speaking is communication using English with other people. Many students think that speaking is also very difficult because they have to use grammar correctly. Base on statments above, several students of class VIII-B at SMPN 3 Tambelangan have difficulty in learning english. When the Teacher asked the students to practice english speaking in front, they look confused to make conversation with thier friends and their local language looked dominates when they practicing english speaking.

This research aims to indicate the causes of learning difficulties in english speaking for students of class VIII-B at SMPN 3 Tambelangan. Subject in this research is students of class VIII-B at SMPN 3 Tambelangan that have higher percentation of learning difficulties and the subject is 10 students, sampling technique used is purposive sampling. This research is a descriptive study with a qualitative approach. Based on the research result that the causes of learning difficulties in english speaking for students of class VIII-B at SMPN 3 Tambelangan as follows: There are two factors that cause, namely internal factors originating from within students and external factors originating from outside students or the environment around students. Internal factors that cause difficulties for students in class VIII-B of SMPN 3 Tambelangan in speaking English, among others, (1) students are less interested in learning English because they think language lessons are very difficult, (2) students are afraid to make mistakes when the teacher tells them to practice speaking. in the classroom, and (3) students are very lazy in terms of learning, do not review the material they have learned while at home, and (4) students are still not confident enough to learn English, still feel embarrassed when the teacher asks them to practice conversation. As for external

factors or those from outside students, namely (1) lack of encouragement or motivation from the surrounding environment such as families to learn English, (2) teachers do not focus on student-focused learning or the student's center as a learning center, and (3) There is a culture of laughing between friends when there is an error when the student in question is practicing speaking English in front of the class.

Keywords: Speaking, and Learning Difficulties.

INTRODUCTION

Learning has a very important role in changing one's behavior for the better. Learning is the most basic activity which means that the success or failure of achieving educational goals depends on how the learning process is experienced by students as students (Slameto, 2013: 2). There are goals to be achieved by learning, but in the process of achieving learning objectives it is not always successful, often failure or difficulty is experienced by students. This is in accordance with the opinion of Supriyono (2004:93) which states that learning difficulties are a condition of the learning process which is characterized by certain obstacles or obstacles to achieve learning outcomes.

Learning difficulties can be experienced by anyone, for example class students. VIII-B SMPN 3 Tambelangan who have difficulty in learning English which is identical to practicing and memorizing a lot of vocabulary. Based on the results of interviews with several students of class V III-B SMPN 3 Tambelangan, the problem experienced by class VII I-B students of SMPN 3 Tambelangan in English lessons is the lack of understanding of basic concepts in learning English. Such as memorizing vocabulary in English, pronunciation that is not in accordance with the grammar and also improper pronunciation .

In addition, when the English lesson took place, students still used the local language in interacting with their classmates. This made the students of class VIII-B of SMPN 3 Tambelangan feel confused when the teacher asked them to practice English conversation with their classmates during class time.

Speaking is important in learning English because speaking is communication using English with other people. Many students think that speaking is also very difficult because they have to use grammar correctly. And also students have to memorize all the vocabulary to make it easier to speak English. The students may want to speak English with other people, but they don't know what they really want to talk about. Some students may also lose their words which are actually stored in their mind, but which they cannot pronounce . Therefore, the researcher is interested in examining what are the causes of learning difficulties experienced by class VIII-B students of SMPN 3 Tambelangan in speaking English.

The factors that affect learning can be classified into two groups, namely internal factors that come from within the individual and external factors that come from outside the individual or student environment (Slameto, 2013:54). Meanwhile, according to Shah (2015: 145) that cause learning difficulties can be seen from the internal aspect that comes from within the student such as intelligence or the ability of students to speak English, while

external factors that come from outside the student as how the way teachers teach English and completeness infrastructure to support teaching and learning activities in schools .

In addition, the researcher also saw from the low average value of the daily test of students at SMPN 3 Tambelangan given by the teacher . From grades VIII A and B, the percentage of students who experience the most difficulties in learning English are students in grades VIII-B. Because of all that has been mentioned earlier, the researcher is interested in conducting research with the title “**The Analysis of Students’ Difficulties in English Speaking in The Classroom**”.

RESEARCH METHOD

Furthermore, this research done in VIII-B students at SMPN 3 Tambelangan with a descriptive qualitative method use primary data or data collected by the researchers themselves that have never been collected before, either by way or over a certain period of time.

This type of research is a case study, which is carried out in a unified system in the form of the activities of a group of individuals under certain conditions. To obtain in-depth data, case study research uses interview techniques and documents. A case study will understand, analyze, and then interpret the meaning obtained from the phenomenon under study.

Determination of the research location using the purposive area method, while for the determination of the subject in this study using purposive sampling technique. In collecting data, researchers used the methods of observation, interviews, and documents. Meanwhile, in analyzing the data, the researcher used descriptive data analysis techniques using a qualitative approach.

REVIEW OF LITERATURE

A. Speaking

1. Definition of Speaking

Every day many people in this world express their opinions so that we can listen, conclude and also take an attitude from what they say. The process of expressing opinions is carried out by the people through speaking activities. It is like what Cameron (2001) state that speaking is the active of using language to express the meaning so that the other people understand with the idea.

Harmer (2007) speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language. In our daily lives we often speak and socialization. This means that participants can express words, ideas, feelings and process information well. In addition, Thornbury (2005) states that speaking takes the form of face-to-face dialogue and therefore involves interaction.

From the definition above, speaking is an important activity in everyday life to express ideas, opinions, and feelings by using words or sound articulations that can be understood by others.

2. Teaching Speaking

The important in teaching and learning process is teaching speaking. In the curriculum of 2013, four skills in English teaching that have taught are speaking, writing, listening, and reading. When students practice the skill except speaking like listened to other students' opinions, reading the text given by the teacher, and write the discussion result. So, the skill that taught the students means that it leads them to shows the idea, emotions, enthusiasm, intention, orally, and requirements for communication with others.

The teacher should find the best way to conducts them in English activities because teaching speaking is the aim to know the ability of students speaking. It makes the students be able to use the language properly in a social context. According to Nunan (2003), there are many principles that every teacher should consider while planning a speaking course:

- a. Be aware of the differences between second language and foreign language learning contexts: A foreign language (FL) context is one where the target is not the language of communication in the society. A second language (SL) context is one where the target language is the language of communication in the society.
- b. Give students practice with both fluency and accuracy: Accuracy is the extent which students' speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.
- c. Provide opportunities for students to talk by using group work or pair work and limiting teacher talks: The learners take on diverse speaking roles when the teacher is removed from the conversation, which is normally filled by the teacher.
- d. Plan speaking tasks that involve negotiation for meaning: Negotiating for meaning is when learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood.
- e. Design classroom activities: that involve guidance and practice in both transactional and interactional speaking.

3. Types of Speaking

According to Brown (2003) there are five basic types of speaking, they are:

- a. Imitative

This category includes the ability to practice intonation and focusing on some particular elements of language form, which is just imitating a word, phrase or sentence.

- b. Intensive

This is the students speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pair (group work).

c. Responsive

Responsive assessment tasks include interaction and test comprehension and small talk, simple requests and comments, and the like.

d. Interactive

Interactive speaking is in length and complexity of the high sometimes includes multiple exchanges and or multiple participants.

e. Extensive Monologue

The teacher gives students extended monologues in the form of oral reports. Summaries and storytelling. The research only focused on one type of speaking that in extensive monologue. The extensive monologue is teacher gives students extended monologue in from oral presentation, storytelling and new event.

B. Learning Difficulties

1. Definition

Learning difficulties are a condition where students experience obstacles in the learning process. The obstacles faced will affect student learning outcomes, such as students who experience obstacles in learning accounting, the student's grades will be low. In addition, learning difficulties can be interpreted as a condition where the competencies or achievements achieved do not match the predetermined standard criteria. This is in accordance with the opinion of Djamarah (2011) which states that learning difficulties are a condition in which students cannot learn naturally, due to obstacles or disruptions in learning.

2. The Diagnosis of Learning Difficulties

Hakim (20015) also stated learning difficulties is a condition that creates obstacles in the learning process. The diagnosis of learning difficulties is an attempt made to determine whether a student has difficulty or not by looking at the following indications:

- a. The grades of the subjects are moderate;
- b. The scores obtained by students are often below the class average;
- c. The achievements achieved are not balanced with the level of intelligence possessed;

- d. The feelings of the student concerned;
- e. The personality condition of the student concerned.

Meanwhile, according to Suwanto (in Maryani, Fatmawati, Erviana, Wangid, Mustadi, 2018: 21) learning difficulties are failures in achieving learning goals, marked by low learning achievement, namely the scores obtained do not meet the school completeness criteria. Students who have learning difficulties are students who cannot achieve the level of mastery required as a requirement for learning to the next level.

According to Abdurrahman (2012) the difficulty of learning caused by: 1) the possibility of brain dysfunction, 2) difficulty in academic tasks, 3) a low learning achievement is far below the cotton i bag intelligence, 4) any other reason such as mental retardation, emotional disturbances, sensory barriers, inappropriate learning, or due to cultural poverty. If learning is an effort made by someone that leads to changes in behavior for the better, then if there are obstacles or difficulties in learning, these problems must be overcome so as not to interfere with the student's learning process and learning objectives can be achieved.

Based on the opinion above, it can be concluded that each individual has different abilities. The differences possessed by each individual make a sign of differences in behavior and different learning abilities. Students who are difficult to understand when the teacher explains repeatedly indicate that there are obstacles or disturbances in students so that it can be ascertained that these students have difficulties in learning.

3. Factors that Causes Learning Difficulties

The learning process does not always run easily, there are obstacles or factors that cause students not to learn well. According to Slameto (2003: 54) states that the causes that affect learning can be classified into two groups, namely internal factors (derived from within the individual) and external factors (originating from outside the individual or student environment).

a. Internal Causes.

Internal causes that come from students include physical health conditions of students, ready to take part in the learning process, interest in learning, learning motivation is being studied, motivation in learning, students' skills in carrying out tasks that provide resources by teachers, students' competences of competency and intelligence. Intelligence factor is a psychological factor that has a very important role in learning. Students who have a high level of intelligence tend to find it easier to understand learning, and vice versa, students who have a low level of integrity will experience a little difficulty in learning.

b. External Causes

External Causes are Causes that come from outside the individual or student environment. According to Rammer (2003: 60) factors that affect learning originating from outside students, such as families, how the family's economic conditions and how parents educate children, school factors such as the availability of complete learning facilities and how to teach in the classroom, the next factor is the social activities in the community and how students interact with their social environment.

Factors that cause learning difficulties in research is focused on students' learning difficulties in the practice speaking English is to see in terms of internal factors that comes from within the student. Another consideration is that SMPN 3 Tambelangan has incomplete learning facilities. The internal factors in this study, namely the intelligence factor, students' readiness in learning to speak English and students' interest in learning English speaking material. Intelligence factors include students' skills in doing English assignments, students' accuracy in doing English assignments, and students' independence in doing English assignments.

RESULT AND DISCUSSION

Nunan (2003) mentions that there are many principles that teachers should pay attention to when planning speaking exercises, one of which is to give students practice by providing opportunities to speak using group/pair work. This has been done by the SMPN 3 Tambelangan teacher, but other principles have not. Then on the topic of speaking types, Brown (2003) formulated there are 5 basic types of speaking, one of which is a broad monologue, monolog is speaking alone. The teacher of Smpn 3 Tambelangan, gave this monologue task to his students, by asking students to make student presentations about themselves. Only this type of speaking is carried out when the researcher makes observations when planning speaking exercises, Because not all the teacher's principles and not all types of speaking are implemented during class practice, as well as other factors that come from students, difficulties occur. Learning difficulties according to Djamarah (2001) learning difficulties are a condition where students cannot learn properly, because of obstacles or disturbances in learning. The problems experienced by class VIII-B students of SMPN 3 Tambelangan, namely when the learning process takes place, students do not know about aspects of learning English, especially in speaking practice. Students also do not have good pronunciation and grammar skills in the field. This is because students lack confidence when the teacher asks the students to practice speaking English in front of the class or with their classmates. Based on the KKM scores of the two students, namely Hamdan and Marfuah, it can be assessed that they have difficulty in speaking English.

According to Slameto (2003:54) listed in Chapter II, states that the causes that affect learning can be classified into two groups, namely internal factors (derived from within the individual) and external factors (derived from outside the individual or student environment) . The internal factors include:

a. Internal Factor

Internal factors or causes of difficulties for class VIII-B students of SMPN 3 Tambelangan in speaking English that come from within students, namely:

- (1) The first cause is that students are less interested in learning English because students think that learning English is very difficult. This is evidenced by the results of an interview with one of the class VIII-B students of SMPN 3 Tambelangan as follows: “I don't like the practice of speaking English because it is very difficult to learn.” In addition, in the assessment score table of the four aspects proposed by the teacher, students get a lot of “C” scores. Where the score indicates that students are less interested in learning to speak english.
- (2) The second reason is that students are afraid to make mistakes when the teacher asks them to practice speaking in class. This is evidenced by h acyl interviews with teachers of English SMPN 3 Tambelangan as follows: “...the students seem most major afraid in making a mistake, and some students feel shy”
- (3) The third cause, namely students are very lazy in terms of learning, do not review the material that has been learned while at home. This is evidenced by the results of interviews with English teachers at SMPN 3 Tambelangan as follows: “... usually students are lazy to practice because they don't live in an environment that forces or requires English.”
- (4) The last causes, namely students still lack confidence to practice speaking English. Still feel embarrassed when the teacher asks the student to practice the conversation. This is evidenced by the results of an interview with an English teacher at SMPN 3 Tambelangan as follows: “...the students seem most major afraid in making a mistakes, and some students feel shy” In addition to the tables observation English language learning students also states do not have good self confidence in learning to speak English.

b. External Factors

According Rammer (2003: 60) factors that affect learning b erasal from outside the

student , such as the family , how the conditions of economic families and how the parents to educate children , factors of school such as the availability of facilities studied were less complete and how to teach in the classroom , factor The next is social activities in the community and how students interact with their social environment.

External factors or causes of difficulties for class VIII-B students of SMPN 3 Tambelangan in speaking English from outside or the environment around students include:

(1) The first cause, namely the lack of encouragement or motivation from the family environment . This is evidenced by the results of an interview with a class VIII-B student of SMPN 3 Tambelangan. "...my family never told me to study at home after I finished studying at school and I didn't study anymore."

Besides that, it is also supported by the teacher's statement at the time of the interview: "...students do not live in an environment that forces or requires the student to speak English."

(2) The second cause is that the teacher does not focus on learning to students or the student's center as a learning center. This is evidenced by the results of observations in the teacher's learning steps using only the lecture learning method or explaining the material . When the learning process takes place the teacher does not form a group discussion in the classroom. This makes the students seem less active and the learning process that should focus on the Student's center becomes the teacher center.

(3) The cause of the latter, namely the existence of a culture of mutual mock or ridicule among their peers when there exist students who make mistakes during practice speaking English in front of the class. This is evidenced by the results of an interview with an English teacher who said: "...the culture of the children here is when their friends come forward and make mistakes while practicing speaking English. They inadvertently laughed at or mocked their friend earlier. So the students concerned are afraid to come forward and are afraid to make mistakes."

CONCLUSION

There are two factors that cause, namely internal factors originating from within students and also external factors originating from outside students or the environment around students.

Internal factors that cause difficulties for students in class VIII-B of SMPN 3 Tambelangan in speaking English, among others, (1) students are less interested in learning English because they think language lessons are very difficult, (2) students are afraid to make mistakes when the teacher tells them to practice speaking. in the classroom, (3) students are very lazy in terms of learning, do not review the material they have learned while at home, and (4) students are still not confident enough to learn English, still feel embarrassed when the teacher asks them to practice conversation.

As for external factors or those from outside students, namely (1) lack of encouragement or motivation from the surrounding environment such as families to learn English, (2) teachers do not focus on student-focused learning or the student's center as a learning center, and (3) There is a culture of laughing between friends when there is an error when the student in question is practicing speaking English in front of the class.

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