PROBLEMS ENCOUNTERED BY THE STUDENTS' IN SPEAKING ENGLISH AT TWELVETH GRADE OF SMAN 2 GEMEH

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Abstract : This study was aimed to find out the speaking problems encountered by the students'. It was conducted at twelveth grade Of SMAN 2 Gemeh. The design of the research was used descriptive quantitative method. The instrument for data collection was questionnaires distributed to twenty students' of twelveth grade at SMAN 2 Gemeh. Students' answer to each item in the spread questionnaire were examined and conferred by the researcher's understanding, opinion and experience. The results showed that most of the students' had problems in speaking, they were linguistic problems and non-linguistic problems. Linguistic problems consisted of poor in grammar, lack of vocabulary and lack of pronunciation. The dominant problem of linguistic problems was poor in grammar. Most of them stated that they were not able to construct English sentences accurately, and for non-linguistic problems were shyness and lack of confidence. It is suggested that the students should study hard and do more practice in speaking.

Keywords: *Students, Problems, Speaking, English*

INTRODUCTION

Language is a communication tool for human life. (Tini Mogea, 2019) stated that language is used by the human to express feelings, emotions, ideas and desires to one another. (R, Paranduk., Rompepajung P., 2021) also defines that language is human ability to communicate with others using signs. Nowadays,

English is one of the language that is important in our life. (N. Liando, 2012) and (Liando, 2012) says "Indonesia has adopted English as a tool of communication to establish relationship with other countries". Moreover, (Hampp, 2019) and (Hampp et al, 2021) state that Indonesian children should be taught English language from an early age. Then, it is critical to learn it (Tarigan, 2008), (Lengkoan & Hampp 2022). Accordingly, English has definitely becomes one of the subject in Indonesia school. It is hoped that students' of Indonesia can master English through at their education.

Futhermore, those who are learning English must be mastered four language skills, namely listening, speaking, reading and writing" (Pelenkahu, 2014). Speaking skills are one of the most important skill we learn, as they allow us to communicate with others and express our thoughts and feeling. As an English Foreign Language students, speaking skills are considered the most important part of learning a language. (Richards, 2002) states that "speaking is one of the central elements of communication in EFL (English as a Foreign Language) teaching, it is an aspect that needs special attention and instruction".

Meanwhile, it can be so easy to find speaking daunting or challenging. It is not as straightforwards as we may like. Many of the students students' have problems when speak English. Those problems could be poor in grammar, lack of vocabulary, lack of pronunciation, lack of confident and felt shy to speak in English.

LITERATURE REVIEW
Speaking

(Theodore Huebener, 1960) says that speaking is "an ability used in daily life to communicate with other people, such as at school or outside". Moreover (Pelenkahu, 2014) also defines speaking as "an activity of saying whatever becomes the thinking of someone in verbal form while directly making a face to face interaction with a listener". Futhermore, according to (Mogea, 2019) says that

"speaking is very important for human beings to express ideas, feelings, and report situation to other people."

It concluded that speaking is a productive skill that allows us to communicate with others and express our feelings and thoughts.

The Function Of Speaking

As speaking fuctions, (Richards, 2002) states that the functions of speaking are classified into three. They are: as interaction talk, as transaction talk and as performance talk.

a. Talk as interaction

This function is refers to what we normally mean by conversation and related to social function (Kandati & Tatipang, 2021). The main focus in this function is on the speaker and how their present themselves to others. The main intention in this function is for social relationship.

b. Talk as transaction

This perform is more focus on the message that conveyed in speaking activities and making others person can understand what we want to convey, by clearly and accurately (Paranduk & Karisi, 2021). There are two types of speaking activities as transactions, namely: activities whose main focus is giving and receiving information and activities whose main focus is to obtain goods or services.

c. Talk as performance

Speaking as talk performance is refers to the activity of speaking to convey information in public or participants. This function of speaking activities is more focus on monolog better than dialog. The main characteristics of speaking as performance talk are: focusing on the message to be convey to the participants, emphasizing the form and accuracy of speech, the language used seems like written language, the monologues are more frequent, the last one is the structure and sequence is predictable.

English Speaking Problems
a. Linguistic Problems

a. Vocabulary

"Vocabulary is one of the language component of communication used by human in this life" (Delatu et al., 2020). Moreover, (N. V. F. Liando et al., 2019) states that "vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning". Vocabulary is an essential part in English teaching as foreign language that will helps the students to express their ideas. It means that the vocabulary is importants elements that should be developed by the students. However, in fact, the students often face difficulties in speaking because they have lack of vocabulary.

b. Grammar

Grammar can be defined as the rules and regulation that govern how a language work (Lengkoan et al, 2022). Grammar plays an important role in sentence formation. It helps us to understand nouns, pronouns, verb, adverb, adjective, tense, proposition, form of verb, degrees etc. To learn grammar it really need the time and effort, and it may makes the students a bit boring to learn it. (Celce-murcia, 2001) says that grammar become difficult because it lack an intrinsic connection to our spoken language.

c. Pronunciation

According to (Pikirang et al, 2021) and (Hinkel, 2005) foreign language learners should be master the individual characteristic of a new language sound. As foreign language learners, pronunciation is very important because it makes others can clearly understand what you are trying to say. To develop speaking skill it necessary to correct pronunciation. In fact, not all students can pronounce well,

sometimes in one presentation, answer, or give their opinion make errors in pronouncing words, and on other occasions they also made the same errors. (Rondonuwu, O., Liando, N., & Olii, 2022)

b. Non-linguistic Problems

a. Shyness

Shyness is an emotion that affect how a person feels and behaves around others. Many of students' suffer from this an emotional thing when they are required to speak in English in the classroom. (Baldwin Caroline, 2011) explains that speaking in the front of the people is one of the more common phobias that the students faced and when the students felt shy it makes their mind go blank and it will makes they forget about things they have to say.

b. Lack of self confidence

In the case of foreign language learning, students emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process become difficult is lack of self confidence (Karisi et al, 2021). Emotional states such as lack of self confidence can distract students in the language learning process. There are many factors affecting the students lack of self confidnce when speak English, such as: uncertainty in sentence construction, fear of their vocabulary, grammar, pronunciation being validated, feel ashamed or afraid of classmates' responses when speaking English incorrectly and lack of preparation before English class begin.

RESEARCH METHOD

Research Design

In this research, the researcher used descriptive quantitative reserach method. Quantitave reserach is usually more focuses on numerically to finding the

data. According to (Selinger, H.W.& Shohamy, 1989) descriptive research is " a study that provides the descriptions of a phenomenon that happens by itself with no intervention form anything or anyone".

The researchers used a quantitave resarch method for displaying the percentages of problems that the students have in speaking English. The percentages is based on the result of the questionnaires which handed out to the students and then collected.

Population and Sample

The population of this research was twelveth grade students' of SMAN 2 Gemeh. There were 36 students that is consists of two classes. The sample that is used in this research was 20 students from twelveth grade who are randomly selected from two existing classes.

Data Collection

In this research, the researchers used questionnaire to get the data from the students. A questionnaire is a list of questions presented to others to acquire their responses; according to providing answers, there are open-ended questionnaire and close ended-questionnaire (Arikunto, 2016). In this research the researchers used a close questionnaire to allow the informers to share responses according to their wants and possibilities in this research. There are five categories of responses: Never, Seldom, Sometimes, Often, Always. The questionnaire consisted of 15 questions.

Data Analysis

To analyzed the data, the reserachers used the form of percentage. The formula was:

$$P = \frac{F}{N} \text{ X } 100 \text{ \%}$$

(Brown, 2004)

P = Percentage

F = Total response/item

N = Total respondent

FINDINGS AND DISCUSSION

This chapter showed the research finding on problems encountered by the students' at twelveth grade of SMAN 2 Gemeh. The responses of this questionnaire noted as, Never = N, Seldom = SM, Sometimes = SS, Often = O, Always = A. The Finding were presented below:

Table 5. Table of Questionnaire Data

NO	STATEMENT	N	SM	SS	O	A
1	I make grammatical errors when speaking English	0	1	3	10	6
2	I feel shy when sepaking English	1	1	5	8	5
3	I am not good at using complex structures when speaking English	1	3	6	7	3
4	I avoid using difficult words and structures when speaking English	2	4	5	4	5
5	I feel difficulty giving speeches in English in front of the whole class because lack of vocabulary	1	2	4	6	7
6	I worry about grammar when speaking English	1	2	6	8	3
7	I get stuck with grammar or vocabulary when speaking English to my teacher	0	2	5	9	4

8	I keep silent in class because of lack of confidence in speaking English	2	6	8	4	0
9	I feel lack of things to say when speaking English in class or outside class	0	6	2	8	4
10	I encountered pronounciation problem when speaking English	0	1	7	6	6
11	I feel difficulty attending both fluency and accuracy when speaking English	0	2	3	11	4
12	I feel difficulty participating in small group English discussions during class because lack of vocabulary	2	5	6	5	2
13	I feel shy when I am asked to retell the material in English later in the class.	0	1	4	7	8
14	I feel confident when it is better to speak in English than the local language	9	4	5	1	1
15	I am not good at chatting in English because lack of vocabulary	0	2	5	6	7

The table belos shows the score of each item that had beed counted in percentage formula.

Table 6. Table of Questionnaire Data in Percentage

NO	STATEMENT	RESPONSES				
		N	SM	SS	O	A
1	I make grammatical errors when speaking English	0 %	5 %	15 %	50 %	30%

2	I feel shy when speaking English	5 %	5 %	25 %	40 %	25%
3	I am not good at using complex structures when speaking English	5 %	15 %	30 %	35 %	15 %
4	I avoid using difficult words and structures when speaking English	10 %	20 %	25 %	20 %	25 %
5	I feel difficulty giving speeches in English in front of the whole class because lack of vocabulary	5 %	10 %	20 %	30 %	35 %
6	I worry about grammar when speaking English	5 %	10 %	30 %	40 %	15 %
7	I get stuck with grammar or vocabulary when speaking English to my teacher	0 %	10 %	25 %	45 %	20 %
8	I keep silent in class because of lack of confidence in speaking English	10 %	30 %	40 %	20 %	0 %
9	I feel lack of things to say when speaking English in class or outside class	0 %	30 %	10 %	40 %	20 %
10	I encountered pronounciation problem when speaking English	0 %	5 %	35 %	30 %	30 %
11	I feel difficulty attending both fluency and accuracy when speaking English	0 %	10 %	15 %	55 %	20 %
12	I feel difficulty participating in small group English discussions during class because lack of vocabulary	10 %	25 %	30 %	20 %	10 %
13	I feel shy when I am asked to retell the material in English later in the class.	0 %	10 %	20 %	35 %	40 %

| 14 | I feel confident when it is better to speak in English than the local language | 45 % | 20 % | 25 % | 10 % | 10 % |
| 15 | I am not good at chatting in English because lack of vocabulary | 0 % | 10 % | 25 % | 30 % | 35 % |

CONCLUSION AND SUGGESTION

Conclusion

Based on the research that was conducted at the twenty students' of twelveth grade of SMAN 2 Gemeh, it concluded that the students' of twelveth grade of SMAN 2 Gemeh had problems in speaking English, they were: most all of the students at the twelveth grade of SMAN 2 Gemeh were poor in grammar, the students' have difficulties to pronounce some English words, the students' can not speak English fluently because they have limmited of vocabulary, the another problems was the students felt shy to speak in English and also they did not felt condifent when they speak in English. It indicated that their problems when speak English can categorize as: Linguistic promlems and non linguistic promblems.

Suggestion

Based on the conlusion above, it is suggested for the students itself to be more confident in Speaking and the students should be find out their way to reduce their shyness in speaking. Moreover, speaking English is more excited and fun if the students enjoy to do it. The students' must be study hard and do more practice in speaking, because it is the key to be able to communicate with others in English, the students' should not to shy to express their ideas, opinion, thought and so on in English, and also the students' should not be afraid of making mistakes. Then, it was also suggested for the teacher, that the teacher need to encourage students to speak as much as possible. They can make it as fun as the structure of their lesson will allow. This might be through role-play, group work or even projects.

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