



## Analysis of Students' Difficulties in Speaking English (A Case Study at The Tenth Grade Students of MAS Darul Azhar Kutacane)

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### Abstrak

Penelitian ini bertujuan untuk menyelidiki analisis kesulitan siswa dalam berbicara bahasa Inggris (studi kasus pada siswa kelas sepuluh MAS Darul Azhar Kutacane Masalah yang dihadapi siswa dalam berbicara adalah kurangnya kosa kata, merasa malu untuk berbicara, gugup, tertawa). Penggunaan bahasa ibu dan kurangnya latihan Semua permasalahan tersebut merupakan ciri dari kepercayaan diri yang rendah Penelitian ini menggunakan metode deskriptif kualitatif Populasinya adalah seluruh siswa kelas X MAS Darul Azhar Kutacane Penelitian ini memilih semua siswa populasi sebagai sampel dengan menggunakan teknik total sampling. Instrumen pengumpulan data adalah kuesioner dan dianalisis dengan identifikasi, klasifikasi, deskripsi dan penjelasan. Hasil penelitian ini berdasarkan jawaban siswa dalam kuesioner menunjukkan bahwa kesulitan siswa dalam berbicara bahasa Inggris diklasifikasikan ke dalam 30% karena kurang kosa kata, 25% karena malu dan gugup, 25% karena takut salah, dan 20% karena penggunaan kurangnya latihan. Dapat disimpulkan bahwa ada beberapa kesulitan siswa dalam berbicara bahasa Inggris di kelas sepuluh siswa MAS Darul Azhar Kutacane.

**Kata kunci:** Kesulitan siswa, Berbicara Bahasa Inggris.

### Abstract

This study intended to investigate an analysis of students' difficulties in speaking English (a case study at the tenth Grade Students of MAS Darul Azhar Kutacane The problems faced by students in speaking were lack of vocabulary, felt shy to speak, got nervous, being laugh, mother tongue used and lack of practice. All of these problems were characteristic of low self confidence. This study used descriptive qualitative method. The population was all of the students at the tenth grade of MAS Darul Azhar Kutacane. This study chose all of the population as the sample by using total sampling techniques. Instrument of collecting data were questionnaire and analyzed by identification, classification, description and explanation. The result of this study based on students' answer in questionnaire showed that students' difficulties in speaking English were classified into 30% because lack of vocabularies, 25% because of shyness and got nervous, 25% because afraid to make mistake, and 20% because of lack of practice. It can be concluded that there ware some students' difficulties in speaking English at tenth grade of students MAS Darul Azhar Kutacane.

**Keywords:** Students' difficulties, Speaking English.

### INTRODUCTION

Speaking in general is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is a skill to produce language and share their expression, information, and giving the ideas, knowledges, feelings, and experiences by mouth or body language. According to Scott (2002: 1), speaking is so much part of daily life that we take it for granted. Besides, speaking should be developed with other skill to enhance communication achievement.

Likewise, students face a lot of problems in mastering speaking skill. Based on pre-research at MAS Darul Azhar Kutacane on 20<sup>th</sup> December 2022 in which the interview was held by asking the English teacher of the school some questions. In this interview, the teacher admitted that the students' speaking ability at the eleventh grade is low because students lack of vocabulary, felt shy to speak, got nervous, being laugh, mother tongue used and lack of practice. All of these problems were characteristic of low self confidence.

According to Carnegie (1998: 1), "*when I am called upon to stand up and speak, I become so self conscious, so frightened, I cannot think clearly, cannot concentrate, cannot remember what I had intended to say.*" This research used this theory that said there were difficulties of speaking English. People cannot deny that language has an important role to reveal an intention to someone else.

Indonesian students have difficulties in learning English such as limitation of oxpures or input of language. For instance, listening and speaking skills were the most problematic in learning English. So, the researchers interest to find out of students' difficulties in speaking English at the tenth grade students of MAS Darul Azhar Kutacane.

## **METHOD**

This research used descriptive qualitative method (Assingkily, 2021). This research was done at MAS Darul Azhar Kutacane. The population was all of the students at the eleventh grade of SMA IT Al-Husnayain that consisted of two classes and it has 36 students. The class X-A contained 19 students and X-B contained 17 students. This study chose all of the population as the sample by using total sampling techniques. Instrument of collecting data were questionnaire and analyzed by indentification, classification, description, and explanation.

## **RESULTS AND DISCUSSION**

### **Definition of Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Meanwhile according to Nunan (2003: 48), speaking is described an activity as the ability to express in the situation, or the activity to reports acts, or situation in precise words or ability to converse or to express a sequence of ideas fluently. These are the definitions of speaking in general.

Based on curriculum 2013 indicates that speaking is the way to express meaning in interpersonal and transactional conversation text formally and sustained in daily life context (Bashir, 2017: 1). Curriculum 2013 requires students to be able to communicate in interpersonal, transactional and functional discourse orally. So, speaking is spoken interaction that involves producing, receiving and processing information to express meaning in conversation text orally in daily life context.

### **Elements of Speaking**

According to Vanderkevent, there are some elements of speaking, they are: (1) The speakers. Speakers are people who produce the sound. They are useful as a tool to express opinion or feelings to the listeners; (2) The listeners. Listeners are people who receive the speakers' opinions or feelings; (3) The utterances. The utterances are words or sentences which produced by the speakers to state the opinion or feeling; (4) Topic. Topic is what the speaker and listener talk about (Vanderkevent, 1990).

### **Speaking Difficulties**

According to Brown (2007: 326-327), There are something that make speaking difficult and make learners cannot be mastered well. They are: *first*, Clustering; expression of words in many sentences or statements (how to speak phrase by phrase, not word by word). *Second*, Redundancy; expressing an idea in different ways (how to make the meaning clearer).

*Third*, Reduced forms; expressing an idea by elimination words in sentence into short sentence. Reduction can be phonological (“*Did tyou eat yet?*” becomes “*Djeetyet?*”), morphological (“*I will*” becomes “*I’ll*”), syntatic (“*When will you be back?*” will answer with “*Tomorrow, maybe*”), or pragmatic (*phone rings in a house, child answers and yells to another room in the house. So the child says “Mom! Phone!”*).

*Forth*, Performance variables; common speech. *Fifth*, Colloquial language; daily language. *Sixth*, Rate of delivery; help learners achieve an acceptable speed along with other attributes of fluency. *Seventh*, Stress, rhythm, and intonation; the most important characteristic of English pronunciation because they pattern convey important messages. *Eighth*, Interaction; they creativity of conversational negotiation.

### Characteristics of Successful Speaking

There are some characteristics of successful speaking. They are: *first*, Learners talk a lot. Classroom activities must be designed that provide opportunities for learners to talk a lot. *Second*, All get a chance to speak. Talkative students should not dominate classroom discussions, but must be fairly distributed. Classroom activities must be designed that help all the students to take risk. *Third*, Motivation is high. Learners are eager to speak because they are interested in the topic. So they want to contribute to achieve a task objective.

*Forth*, Language is comprehensible. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. The teacher must uses easy language so the students can use the language fluently without hesitation. *Fifth*, Students speak the target language. The teacher must keep students speaking the foreign language (Alfiana, 2014).

The researcher showed the result which had been got by the students in answering the questionnaire for speaking. The result can be seen in table as follows:

**Table 1. The Score of Questionnaires**

No.	Difficulties	Percentages
1.	Lack of vocabulary	30%
2.	Shyness and got nervous	25%
3.	Afraid to make mistake	25%
4.	Lack of practice	20%

Based on table above, the research showed that students’ difficulties in speaking English were classified into 30% because lack of vocabularies, 25% because of shyness and got nervous, 25% because afraid to make mistake, and 20% because of lack of practice. It can be concluded that there ware some students’ difficulties in speaking English at tenth grade of students MAS Darul Azhar Kutacane.

### CONCLUSION

Based on the description of the results and discussion above, it can be concluded that students’ difficulties in speaking English at tenth grade students of MAS Darul Azhar Kutacane because of lack of vocabulary, shyness and got nervous, afraid to make mistake, and lack of practice. This is shown from the students' difficulty in speaking English classified into 30% due to lack of vocabulary, 25% due to shyness and nervousness, 25% due to fear of being wrong, and 20% due to lack of practice.

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