

Analysis of Indonesian Junior High School Students' Problem in Learning English

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Abstract

This study focuses on students' problems in speaking English at SMP Plus Kasih Ibu Patumbak, Indonesia. Speaking skill is very important for social life to make people can communicate with global citizen easily. The students of SMP Plus Kasih Ibu Patumbak have been facing many problems in learning English, especially in speaking. The purpose of this research is to find out the students' problems in speaking English. This research design used is a descriptive qualitative research instrument for observation, interviews, and documentation. The study subjects were students of grade VII A totally 24 Students. The results of the data analysis, the researcher found several problems of students in speaking such as: lack of vocabulary, pronunciation, grammar, fluency and feeling nervous and being shy. It implies that Indonesian junior high schools need a very strong encouragement to more often practice English at school.

Keywords: *English, speaking skill, students' speaking problems.*

Abstrak

Studi ini berfokus pada masalah siswa dalam berbicara bahasa Inggris di SMP Plus Kasih Ibu Patumbak, Indonesia. Keterampilan berbicara sangat penting untuk kehidupan sosial untuk membuat orang dapat berkomunikasi dengan warga global dengan mudah. Siswa SMP Plus Kasih Ibu Patumbak telah menghadapi banyak masalah dalam belajar bahasa Inggris, terutama dalam berbicara. Tujuan dari penelitian ini adalah untuk mengetahui masalah siswa dalam berbicara bahasa Inggris. Desain penelitian ini digunakan sebagai alat penelitian kualitatif deskriptif untuk observasi, wawancara, dan dokumentasi. Subjek penelitian adalah siswa kelas VII A total 24 siswa. Hasil analisis data, peneliti menemukan beberapa masalah siswa dalam berbicara seperti: kurangnya kosa kata, pengucapan, tata bahasa, kelembaban dan merasa gugup dan malu. Ini berarti bahwa sekolah menengah Indonesia membutuhkan dorongan yang sangat kuat untuk lebih sering berlatih bahasa Inggris di sekolah.

Kata Kunci: *Bahasa Inggris, kemampuan berbicara, masalah berbicara siswa.*

1. Introduction

Learning English becomes very essential and versatile as a mean of communication in 21 century era (Mirhosseini & Bardi, 2018). There are four skills of language that actually reality must be mastered by all of the students. There are listening, speaking, reading and also writing. All of this skill cannot be separated each other, speaking is important skill in learning English. Fitriani, et.al (2015) stated that speaking is one of language major skills. Speaking is regarded as the most demanded skill on learning a language. In addition, speaking is one elements of communication. As social human, people always interact and communicate one another. The first way to do the interaction and communication is by speaking. In this case the people express their ideas and communicate what they want orally. That is why speaking is very essential, moreover speaking English. Aye and Phyu (2015: 1) state that we need an effective English-speaking skill in the whole life aspects in this globalization era. Then Sepahvand (2014: 1847) argues that there are some being able to speak and reaching other interasts or career goals. Additionally, Tahir (2015: 174) says that somebody is considered successful in learning a foreign language when he or she has the ability to speak it.

Speaking is communication skills that enable students to expresses their ideas Melia (2011). Stated that speaking is an oral communication that expresses the meaning of words between two or more persons which can be observed directly. In addition, speaking is the active use of language to verbalize meanings so that other people can make the sense of them Alhosni (2014). State that speaking is the active use of language to express meaning, and for young learners, to spoken language is the medium through which a new language is encountered, understood, practiced and learnt. Rather than oral skill being simply one aspect of learning language, the spoken form in the young learners classroom acts as the prime source of language.

Speaking is the way of people to express and communicate ideas to other orally. According to Gert and Hans in Efrizal (2012: 127), speaking is speech or utterances produced by the sayings in order to communicate with others. Meanwhile, Khorashadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to podule the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. According to some facts found in real life, it shows some speaking phenomena, especially in the area where the students are located. Although this is a favorite school, they still have problems, especially when it comes to learning English. Taking into account the description of the researcher, the researcher hopes to conduct a study called, "THE ANALYSIS OF STUDENT'S PROBLEM IN ENGLISH LEARNING AT SMP PLUS KASIH IBU"

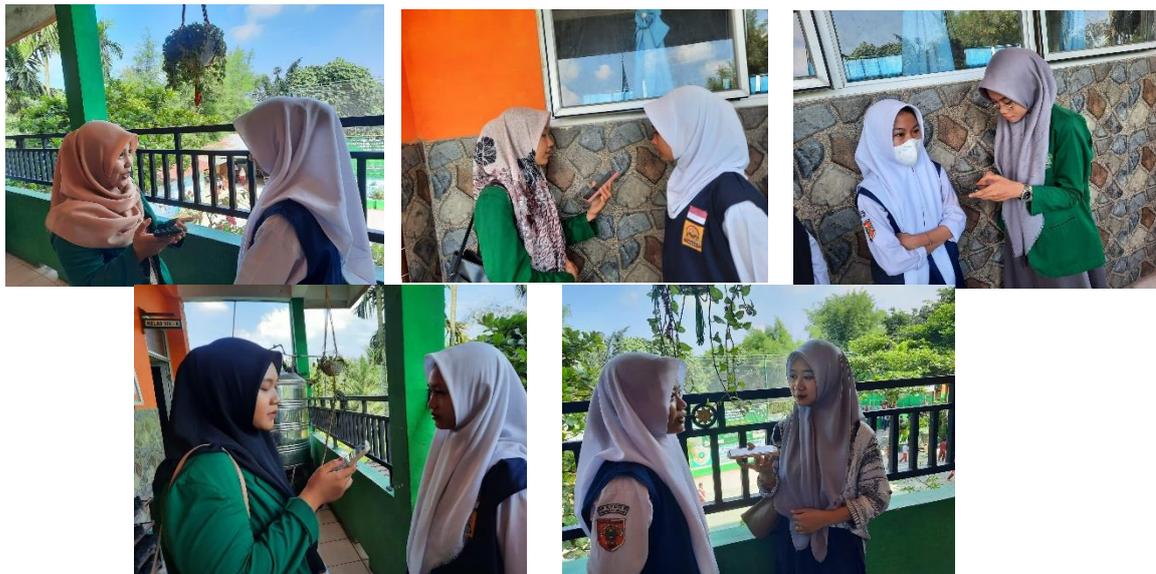
2. Method

This study used qualitative descriptive as a design of research. Sugioyon (2015:40) stated that Qualitative descriptive is presupposition cause/effect relationship between behavior and outcome, however this method will only let you hypothesize about problem and describe them. The purpose of qualitative descriptive is to identify and provide evidence to support the fact that certain part/variables exist. Therefore, researcher used qualitative descriptive design to identify the students' problem in speaking English at the tenth grade of SMP Plus Kasih Ibu Patumbak based on evidences.

In this research the researcher used observation to know the applying of practicing English and difficulties in speaking skill. For collecting this data researcher used observation non-participant. Sugiyono (2012:204) stated that nonparticipant observation of the researcher is not involved and only as an independent observer. The researcher noted, analyzed and then made conclusions about learning English. Field note is a record used by researcher to describe the recording of events occurring in the field. In qualitative research, researcher is the main instrument in research. At the time, the researchers conducted by observing or conducting the interview, researcher will be as soon as possible to record all events in the form of description into the field notes. In observation process, the observer filled the field note to appear the problem at the research. In this observation, researcher observer the learning activity students in the class because it can support this research in order to find what the difficulties in speaking skill.

Latief (2015:201) stated that interview is a data gathering instrument that involves direct verbal interaction between individuals. In 15 addition interviews are used for researchers to know the things of the respondents more deeply. This data gathering technique based itself on self-report, or at least on personal

knowledge and beliefs. The interview was structured, interview and take 30 participants. These students are determined by looking at the highest grades in English language lessons, by looking at the teacher's grade book. Each participant was interviewed in 15-30 minutes and recorder. The researcher released question depending what participants were comfortable nor in Indonesian nor in English. The interview recordings were transcribed and analyzed.



After successfully collecting data based on the questionnaire used, the researcher began to analyze the data to determine the results of this study then analyzing by using analytical techniques consisting of data identification, followed by the process of data tabulating, then calculating the data by totalling and then changing to percent form. This method is used to find out in detail about the results of this study, the number of percentages in a study is important to include. According to Hidayat (2019), in research, the percentage results are important things that are used to generalize the results of a study. Indeed, this is not a mandatory requirement in a study that uses qualitative data methods, but if a study does not use this calculation technique, then the research cannot be drawn to broader conclusions. The results of the study are limited to research objects that are limited in time and place of research. Therefore, research like this is still needed.

3. Findings And Discussion

This section explains the result of the questionnaire given. It consists of two stages, namely the stage of finding and discussion stage.

3.1 Findings

Finding will explain the results of observations about the difficulties faced by students in learning English, and of course using a predetermined instrument that is a questionnaire. While the discussion is used to find out and explain the right steps to overcome the problems contained in the finding section. Below, the results of the interview which used close ended question will be presented in the form of paragraph.

Based on observation and interview, some of the problems are students cannot speak English because they are nervous and shy, which makes students feel frustrated. “no I rarely respond to teachers’ questions because I’m afraid of the teacher and shy, also fear of making some mistakes and I’m afraid that saying is wrong and my friends will laugh at me” (students). Based on the observation that the researcher conducted at in a class of class ninth A junior high school, the researcher found that English teachers are still using the old method, only focusing on the teaching process, then doing homework and just asking students to translate. As a result, students will feel bored when learning English, because the teacher does not use this new method to make students interested. Then, the students had difficulty speaking in class because their tongues are not used for pronunciation in English and it turns out that when researchers try to get students to use.

English for conversation, students will spontaneously say that they do not like English. In addition, senior high school sarolangun students lacked vocabulary because they did not find interesting learning media. Based on results of data analysis, some of the reasons for students having difficulty speaking English are because students feel worried when speaking English for fear of being laughed at by friends based on the data analysis of interview

data, the study was conducted in a class of class ninth A junior high school. The researcher made some questions for 5 students in each class. The results of the researcher observations on the number of student conflicts in speaking English First, lack of vocabulary every student said that they understand very little about vocabulary because they are lazy to find understanding and open a dictionary. Second, the pronunciation they said that is very difficult to pronounce the term in English let alone the different ways of writing and pronouncing them, and pronoun. Every student is always poor in tidy up the language, and some students do not even understand it at all.

3.2 Discussion

This phase affords the dialogue primarily based totality at the finding of the study. The dialogue is involved with the students' troubles in speaking English and the reason of the troubles occurred. Based on observation at the tenth grade of SMP Kasih Ibu Patumbak many students didn't like English subject, because students didn't have background knowledge and ability. While English is important for education however, the problem in SMP Kasih Ibu Patumbak especially ninth Grade A face some problems in speaking English. Such as inhibition, lack of interest in learning English, they experience shyness, afraid make mistake in speaking English.

The students continually experience that person feeling, the students will have tough time to exercise their English. Next, many students do now no longer communicate English for the duration of the lesson. It may be caused by elements that cause them demotivated to talk English. Whereas, motivation is an important element for learning students who have motivation will specific their concept briefly. According to Brophy (2010) describe students' motivation as the extent to which students will invest time, energy, and attention towards various task, goals or activities. Student motivation can affect current learning as well as the skills and strategies learner previously Schunk et al. (2008).

Motivation is the strength that pushes the person to achieve a goal; if the learners do not have motivation the learning process is harder. Motivation is the values, beliefs, and behaviors surrounding learning process. Some productive values and beliefs may lead to excitement, yet other values may lead to determined hard work. When we motivate our students we make learn better than those who show no interest. Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. According to Juhan (2012:103) further adds that motivation is an inner energy. From the motivation the students will enhance their study interest. According Farianto & Harmaini (2017) there are several reasons of having difficulties to speak. First, the students often do not have selfconfidence in speaking because they often feel afraid to making mistake. Second, the students do not motivation to perform their speaking skill in front of class. Third, the teaching technique and teaching materials are not interesting for the students.

Beside that most students are not able to express their ideas or their opinions in oral communication because they often still use Indonesian and mother tongue in learning process in English class. The students do not speak English well because they lack of practice. The students' problems in speaking English above are caused by some factors. Tuan and Mai (2015) revealed that students usually found difficulties in speaking because of some factors, such as confidence, listener's support, students' listening ability, and pressure to perform well. These factors influencing them to speak English in front of class then, response from the audiences whether their attention, respect, and appreciation influence students to perform well in speaking English. This result is developed by research reported that grade level and study time affect the use of English learning strategies in Hong Kong, but also yields some important pedagogical implications (Wang&Ma, 2021)

An Interactive Approach to Language Pedagogy" that there are eight cases in which speaking is difficult, they are: clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm, and intonation, and the last interaction. According to Doris and Jessica (2007) language problems actually serve as one of the important reasons behind poor academic performance, these problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation.

4. Conclusion

The speaking ability of SMP PLUS KASIH IBU GRADE 9A needs to be improved, because researchers found several problems such as pronunciation because students are afraid of making mistakes even though there are some students who can speak English because of a lack motivation. From the findings above, it can be ignored

that according to the researcher, students have problems in speaking because poor of vocabulary, pronunciation, grammar, fluency and nervousness. In fact, the environmental factors in which they are accustomed to the mother tongue. Students agree that they have problems in English, especially in pronunciation. Students lack facilities especially there is no English language courses so students are less motived in learning English, especially in speaking.

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