

AN ANALYSIS OF STUDENTS' PROBLEMS IN DEVELOPING SPEAKING SKILL AT EIGHTH GRADE

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Abstract

Speaking is a subject matter that must be learned by the students because it is the most important factor in the development of English language skills. Therefore, the aim of this research is to describe the difficulties that students face when learning English, especially when developing their speaking skills. The researchers analyse the problem and causes of speaking English for eighth grade students. The researchers had already observed the students when they learned English, especially in speaking. The descriptive methodology used in this study is qualitative. Data from interview and direct observation were used to learn more about students' challenges as they tried to improve their English. Based on the data analysed the result of research found the students problems, included the cause of problems in English speaking. In speaking English, every student has their typical problems, but in general those can be stated as follows: lack of vocabularies, grammar, pronunciation, comprehension and fluency. The researchers also found that the causes of students' problems are, lack of self-confidence, afraid of making mistakes, shyness, anxiety, lack of motivation, and relying on English lessons at school.

Keywords: Speaking skill, students' problem, developing, difficulty.

INTRODUCTION

English is a compulsory subject in school because it has become a means of communication for people all over the world. English plays an important role in education, where students need to acquire several skills such as writing, reading, listening, and speaking. Speaking is one of the most demanding skills in daily life. Every person should communicate by speaking to others. Speaking plays to get information, it is necessary for every person to have good speaking skills. Learning English is often associated with learning to speak the language. According to Alfi (2021), by learning to speak, students will be able to communicate with others using English. Students can convey their ideas through speaking. Speaking can help students be more active during learning, so speaking is a language skill that is very important and can support students' abilities when studying.

Speaking is not only matter of transferring some messages to other people but it is also about communication. There are some phenomena of speaking itself especially in the student's areas. Most of students have problems in learning English speaking. According to Armanda and Harpain (2017), many difficulties students face when learning English prevent them from improving their English skills. According to Ferdiyanto et al (2023) Speaking English needs to open us up to the world because every time we communicate and access books and the internet, our ability to translate helps to make it easier for us to understand. Must be capable of fully employing their English knowledge, using it as a 21st-century skill to connect with the rest of the world and communicate in English.

Use certain techniques to stimulate students to practice their speaking because appropriate strategies might support them in achieving speaking skills. According to Hamdani et al (2023) Speaking skills are the most important thing to master when learning English

because speaking is a process of constructing meaning it includes almost all components of the language. Students had to be taught by using good methods and techniques; establishing such group discussions or English clubs will probably develop their speaking skills. to find out the right method to solve the problems, as mentioned above. On the other hand, improvised speech is an alternative method for the teacher that can be used to develop the students' speaking skills, which will be able to give good results in the effort of applying to solve the students' problems. This teaching strategy also involves and encourages students to be more attractive, creative, and courageous in communicating with each other, which engages the students' interest in having spoken English. According to Inda (2016), the conversational skills of students are a key aspect of teaching speaking. It becomes an important part of the success of language learning when the functioning of language as an expression system and the success of speaking are measured by a person's ability to hold. According to Ferdianto and Kholili (2022) speaking problems still become the most crucial issues to overcome. The students, for example, must be facilitated by a speaking practice along with providing a guidebook or workbook to support the students' speaking skill development.

According to Brown (2001: 270), some features make speaking a difficult language skill. That's why most people learn English. The factors that cause this difficulty are divided into two, namely internal factors and external factors. Internal factors include the lack of interest and attitude of students to learning, the intelligence of students, the methods and strategies of a teacher, the learning motivation of students and the health of students; External factors include teachers and learning methods and strategies, students and family environment and unsupportive school infrastructure Sari (2022). Besides that, there are two factors that cause students to have difficulty speaking English, namely linguistic factors and non-linguistic factors. Students' difficulties in linguistic factors are English grammar, pronunciation, and lack of English vocabulary. Meanwhile, students' difficulties in non-linguistic factors are lack of self-confidence, motivation and environment (Fatimah, et al., 2021). Some previous studies have conducted several studies about this issue (Alfi, 2021; Armanda and Harpain, 2017; Inda, 2016; Brown, 2001:270; Sari, 2022; Fatimah, et al, 2021; Anggraini et al, 2021; Zulfritri and Nurlaili, 2019; Sugiyono, 2009; Putri et al, 2020; Afshar et al, 2016).

The research about Students' problems in developing speaking skill was carried out by the following research: Putri in the title students' perception in speaking problems faced by third semester of mandiri program at jambi. the result of this study is the researchers analyze data by giving a set questionare and analyze it. They have investigated the students' difficulties in speaking through qualitative research. In conclusion, the third semester of mandiri program students have some problems in speaking namely, shyness, vocabullary, meaning, pronunciation, grammar, motivation, topic, anxiety, and emotion. The similar thing between the previous research and this present research in the focus of speaking. While the differences among of them is in the subject of the research more explain lack of self-confidence, afraid in making mistake, anxiety, shyness, lack of motivations, and relying on English lesson at school. Hijril Ismail also shows with the title Improving Students' Speaking Skill through Conversation the findings in the study show that the implementation of conversation can improve the speaking ability of English students at fifth semester of The University of Muhammadiyah Mataram 2013. Aswar hamid in the title students' problem in developing speaking skill at sixth semester english education study program of tarbiyah

department STAIN padangsidempuan. They have investigated the students' difficulties in speaking through a qualitative. This study investigated the students' difficulties in vocabulary mastery, students' pronunciation is affected by local language, students' background knowledge or education affects their performance. From external factors are: the English department has no enough lecturer. The college does not provide facility such as good language laboratory, regular English event or competition, English club, English group discussion, English zone, in conclusion students' problems in developing speaking skill at sixth semester English education study program are complex.

The researchers focus on conducting activities to find obstacles or problems that arise and find ways to solve them. It will then be a reference for students, teachers, and researchers, leaving the classroom free of what is still considered the minimum for learning English, especially speaking skills. Although the reason why this study was considered important for students in the eighth grade began with observation, the researchers found various obstacles to the development of English language skills. The novelty of this research to find out strategies in developing speaking skills of the students at eighth grade and the reasons why students find it difficult to learn speaking and improve the speaking skill.

From the above discussion, the researchers are interested in conducting descriptive qualitative research with the purpose of describing and revealing the problems that students face in developing their speaking skills. The researchers analyse the problem and causes of speaking English for eighth grade students. The researchers had already observed the students when they learned English, especially in speaking. They have good motivation and enthusiasm for learning English, but their speaking skills are low. Hopefully, this researcher will be useful for English teachers, students, readers, and especially for the researcher.

METHOD

This research is using qualitative research. According to Sugiyono (2009) "qualitative research is a research method that is based on the condition of natural object. Qualitative research involves an in depth understanding of human behavior and the reasons that governs human behaviors, and qualitative research relies on reasons behind various aspects behavior. In another word the research includes the assignment but use random assignment of participants to class the reason is research choose in qualitative research because the several student still low speaking English.

Qualitative research is a type of research in which researchers are required to disclose information or describe it in detail (Goetz & Lecompte). From that understanding, qualitative research is simply research that consists of various varieties of components, which include legitimate information, field notes, pictures, or written notes. Others that can be used in the course of the research. The studies can be done within the scope of public and personal education in their respective areas.

Based on the statement above, the researchers want to get some information about the student's problem in developing speaking skills in the second grade. In this research, the researchers uses observation, and interview to get the data from the field. For collecting this data, the researchers will use observations of nonparticipants. Sugiono (2012:204) The observations is used to observe students' problems in speaking The researchers noted, analyze and then can make conclusions about learning English. the data will be form of field note.

Then, the researchers conducted interview to the participant. The main point in this research is to know the problems and causes of students' problems in speaking English, so the researchers collect the data through the interview. Latief (2015:201) stated that interview is a data gathering instrument that involves direct verbal interaction between individuals. this data gathering itself on self-report or at least in a person knowledge and beliefs. And the documentation is method to look for data about history, geographical, the teacher's condition, school facilities, and report students.

FINDINGS AND DISCUSSION

Based on the observation, and interview results, the researcher found students had problems developing their speaking skills. The problems faced by students when learning to speak were inhibition, nothing to say, and low or uneven participation. As a result, many students were not really good at speaking. In conducting research, theories are needed to explain some concepts or terms applied to the research. The terms are as follows:

- 1) Student
Student is someone who goes to school or college to study such lessons or subject teacher formally.
- 2) Problem
Problem is a thing that is difficult to deal with or to understand.
- 3) Student problem is speaking
The biggest problems in English speaking skill according to admin: focus on grammar, forcing talk, only the formal study of English, trying to perfect, relying on English lesson at school.
- 4) Speaking skill
Speaking skill is described as the ability to express oneself in life situations in precise words, or the ability converse, or to express a sequence of ideas fluently.

Many students found it difficult when asked to answer the questions above write names, hobbies, and addresses. Many of them do not know the meaning of the essay questions, even though the sentences have been heard since elementary school. From the table below, we can draw the conclusion that the students really need more attention from the teacher, especially the English teacher, because of their ability students" and their very low interest in English. Even one of the students said, "English is a hypocritical language with different written ways of saying it, so why should I learn it?" From that statement, it was very clear that he was disinterested in learning English.

Table 1. Data of interview

NO	STATEMENT	YES	NO
1	Do you able to speak English?	16	9
2	Do you know part of introducing self?	15	10
3	Do you able to produce a word correctly?	17	8
4	Do you afraid in making mistakes in speak english?	20	5
5	Are you shy to introducing yourself?	13	12
6	Do you know the words that should be mentioned in introducing yourself?	19	6
7	Are you difficult in vocabulary when you introducing yourself?	21	4
8	Do you know tenses that use in introducing yourself?	7	18
9	Are you have lack of confidence when you speak English?	18	7
10	Are you need motivation to be more fluent in speak English?	21	4

From the result of the interview, it was found that there are some main problems in speaking especially in introducing themselves. The first is lack of vocabulary. When the students were speaking to introduce themselves, they are often speechless because they had a lot of vocabulary in condition was caused by lack of emphasis on memorizing vocabulary by the teacher. The second factor is difficulty in producing words correctly. In this case, the present researchers found that most of students" wrongly in mention words. Most of the students" does not want to speak because they do not know how to produce the words. This condition was caused by the students seldom learn how to spell the words.

The researchers know about students' problems in developing speaking skills, such as research data, and the students mostly face some problems in speaking English. The forms of difficulty experienced by students in speaking English are as follows: vocabulary, grammar, pronunciation, comprehension, fluency and being afraid to make mistakes in the meaning or content of their speaking skill.

1) Vocabulary

Vocabulary is one of the means or tools to communicate in delivering ideas to be conveyed between each other making it possible to master a foreign language in a certain area where it serves as an introductory meaning implied in daily activities. According to Yendra (45:2018) vocabulary is total number of words that makes up a language, When the students performed their speaking in front of the class, the students felt confused when saying words and difficult choose words to say.

2) Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. according to celce-murcia (2001) Grammar becomes difficult because learners do not learn structures one at a time. Grammar is very complex to memorize and use logically, and real conversation takes place fairly quickly. Based on the interview, the students do not understand what grammar is, and they do not know how to arrange grammar correctly. All of the students had low mastery of English grammar. On occasion, the students made mistakes in some grammar; they just said what they knew. The students have no time to think, and they just improvise.

3) Pronunciation

Pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. The students do not understand how to pronounce words while speaking. Sometimes the students made mistake even they speak. It happens when they try to speak English. They are still false pronunciation. The students did not know how to pronunciation the words, maybe the students were known to pronounce, but the students not believe themselves, they were feeling afraid if they made a mistake in term of pronunciation the words. The data from the research results is also supported by the results of the research, according to which there are eight factors that prevent students from learning English, including low vocabulary, lack of topics in speaking English, weak English grammar skills, and difficulties in learning English. mother tongue, pressure in the language. English learning motivation, teaching methods of teachers, and multicultural Indonesia and English (Zulfitri and Nurlaili, 2019).

4) Comprehension

The researchers found that the students have a low ability to understand when the teacher speaks English, so the problem for the students is that they do not comprehend it. The students explained that they do not understand what teachers say, especially in English. The teaching strategies, the curriculum, and the environment is that factor to student difficult to get meaning or understand the conversation and keep the interaction going. Motivation is also a factor that cause student having difficulties in speaking English as a foreign language. Some students usually have low motivation to speak English.

5) Fluency

The researchers found that the students have lack of fluency. They students used mother tongue in every day. And they can speak fluently when they try to speak in English. The students explained, especially when speaking English, the students does not speak fluency.

The Causes of Students Problem in Speaking

Based on the interview result, the researchers found several causes of students' problem in speaking. The students' problem in speaking English are caused by some factors. Tuan and Mai (2015) revealed that students usually found difficulties in speaking because of some factors, such as confidence, listeners' support, students listening ability, and pressure to perform well. the researcher knows about the causes of students' problem in speaking. There are: lack of confidence, afraid in making mistake, anxiety, shyness, lack of motivations, and relying on English lesson at school.

a) Lack of self- confidence

Self-confidence is one of the most successful factors in improving social and communication skills. When someone has low self-confidence, it affects their ability to perceive their environment and other people. Therefore, for some students, self-confidence is an obstacle to improving their speaking skills both inside and outside the classroom during their studies. This is reinforced by research findings that show that there is a very strong relationship between self-confidence and the ability to speak English (Anggraeni et al., 2021). Therefore, teachers need to make their students practice their English skills with confidence and let them express the ideas and vocabulary they already know when speaking in conversation or in front of the class. The students said when they speaking in English they were not confidence because they cannot speak fluently. the student are less confident when they are conveying or sharing their opinion in front of the class or classmate. therefore, there are several aspects which make students difficult in developing speaking.

Data interview 1:

[A] *Are you have lack of confidence ?*

(Interview,,08/01/2024)

[B] *Yes, I have lack of confidence because I am not fluent when speaking.*

(Interview,,08/01/2024)

b) Afraid in making mistakes

The students are afraid of making mistakes when they speak English, and another student would be laughing at the students. They corrected the error. They feel nervous if done

wrong. However, no one is perfect, even though fixed-native speakers make mistakes all the time. The situations can have a negative effect on the students who are trying to show themselves in front of their friends. The students may never try to speak in front of other people again. The researcher found that the students have a fear of making mistakes. The students said that they were afraid to speak English.

Data interview 2:

[A] Are you feel afraid in making mistakes when you try to speak English? (interview, 10/01/2024).

[B] Yes, I am afraid of mispronunciation English” (interview, 10/01/2024).

c) Anxiety

Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity, a state that can have negative and positive effects, and which motivates and facilitates as well as disrupting cognitive action such as learning. The students explained anxiety just appear when they were in front of the class.

Data interview 3:

[A] “Do you feel anxiety in yourself?” (interview 10/01/2024)

[B] “I feel anxious to speak in English because my vocabulary is limited.

d) Shyness” (interview 10/01/2024)

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. The students felt they cannot use English well. It makes the students shy to speak in English, the students felt unconfident to speak English and the student being lazy to learning English. Their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the student. The students explained that she felt nervous when the teacher tell to speak English in front of class

Data interview 4:

[A] Are you shy to introduce yourself in front of the class? (interview, 10/01/2024)

[B] I feel nervous when asked to speak forward in front of class (interview, 10/01/2024)

e) Lack of motivation

Motivation is also a factor that cause students having difficulties in speaking English as a foreign language. Some student usually has low motivation to speak English. There was no motivation of the students to learn English seriously. Interesting in English is need to be increasing. The students have not motivation to study English. They low of motivation can came from the material, the teacher, and the environment. The researcher found that the students need motivation to be more active and enthusiastic in learning English. The students said he need motivation in order to speak English.

Data interview 5:

[A] Are you need motivation to speaking English? (interview, 12/01/2024).

[B] I feel need motivation to be more fluent in speaking English (interview, 12/01/2024)

f) *Relying on* English lesson at school

Most English learner depends entirely on the school. They thought that teachers and school accountable for their success. This is not true; you are responsible for your own success in learning the language. You need to find effective lessons and materials. You have to manage your emotions and stay motivated, and spirit and you must be optimistic. In developing speaking skill; do not focus on grammar, do not worry about making mistake while speaking, do not force the student to speak English when they are not ready, do not speak English only in formal situation but speak every time and everywhere, ignore the error while expressing your expressions. Students are responsible for them to succeed in learning English not the others. Teachers can only give them guidance for their own success.

CONCLUSION

Speaking skills are the main indicator that shows a person's language ability and require various methods that are considered effective. However, speaking skills are still difficult for students to develop. the researcher found students had problems developing their speaking skills. The problems faced by students when learning to speak were inhibition, nothing to say, and low or uneven participation and there are theories some concept and terms applied are: student, problem, students' problem in speaking and speaking skill. Based on the analysis of data, the problems of students in speaking English are as follows: a) most of students did not know the component of speaking, as the students' problems faced the students is vocabulary, grammar, pronunciation, comprehension and fluency. Furthermore, the problems students is from component in English. b) the cause of students' problems in speaking are: lack of self- confidence. Afraid in making mistakes, anxiety, shyness, lack of motivation, and relying on English lesson at school.

For future researchers, it would be valuable to delve deeper into the underlying causes of students' difficulties, such as anxiety, lack of vocabulary, or insufficient practice opportunities. Examining external factors like classroom environment, teaching methods, and peer interactions could offer insights into how these elements contribute to speaking challenges. Additionally, a comparative study of students' speaking issues across different grades or proficiency levels might reveal patterns in the development of speaking skills. Future research could also explore potential interventions or tailored teaching strategies that effectively address these problems and enhance students' speaking abilities.

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