

## **HOW DO STUDENTS FACE ENGLISH SPEAKING DIFFICULTIES AT A COASTAL REGENCY OF NATUNA: A CASE STUDY AT AN ISLAMIC STATE SENIOR HIGH SCHOOL**

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### **ABSTRACT**

This research describes the analysis of student difficulties in English speaking skills faced by 10th Grade students of MAN 1 Natuna in the 2021/2022 academic year. This research used qualitative research methods. The researcher chose class X IPA 1 as the object with a total of 27 students. In collecting the data, researcher used observations, and interview. From the data analysis, the researcher found some conclusion The problem of students in mastering speaking skills is that students have limited vocabulary, they confused to pronounce words in English, lack grammar, cannot speak fluently, and have difficulty understanding what the speaker is saying. In addition, students inhibit to practice speaking English and usually use their mother tongue. The cause of students having difficulty in mastering speaking skills refers to the learning objectives, it can be concluded that students have psychological factors such as lack of confidence, fear of being wrong, anxiety, shame and lack of motivation that hinders them in practicing speaking in English. These factors, such as fear of making mistakes, are generally caused by their fear of being laughed at by their friends.

Keywords: Students Problems, Speaking Problems, Descriptive Qualitative Research.

### **INTRODUCTION**

In learning English, especially as a foreign language, there are four skills, one of which is speaking skills. This is because most people believe that speaking is the most crucial ability to develop throughout the history of EFL teaching and learning. According to Penny (1991), speaking is the most important in English learning. Speaking skill will give people easy to communicate. On the other hand, speaking ability is showing that the people can speak as good as in a language. Brown (2004) adds that Speaking is a skill that many pupils find challenging to learn. Students may have issues with pronunciation, grammar, vocabulary, fluency, and comprehension when participating in speaking activities.

Based on the definition above, Speaking English is an activity that many people do, whether it at school, at university, and at office. Speaking English can not be able to do if someone does not have the courage to say what he/she is feeling.

According to Bahadorfar and Omidvar (2014), there are several reasons why speaking must be mastered by English learners. First reason because speaking is most crucial part in learning and teaching English. Second, for language learners very important in mastered speaking. Third reason is speaking is instrument that be used in evaluate the ability of foreign or second language learners. It is supported by Anggraini(2014)stated if speaking is not only about theory but also emphasizes aspects of speaking proficiency. Humans speak not only to utter language sounds but also have a specific purpose. The language which is means of communication is a benchmark for speaking proficiency.

Aouatef (2015) said that problem in speaking occur due to psychological factors which usually occur because of nervousness and ever fear. Because they are embarrassed or fearful of being mocked by their peers, they are hesitant to ask questions. The shyness experienced by students makes them not confident to speak English or respond to questions we give.

Rahayu(2015) added that students' difficulties faced in speaking English include afraid in making mistake, pronunciation error, lack in understanding grammatical, lack in vocabulary, loss interesting in study, minimum opportunities, mother tongue or dialect, seldom practice, and not discipline. It is mean that many factors cause the problems in the English speaking often made by students. In addition, students are also need many motivations to learn English, because they believe it is not easy language to comprehend.

Based on researcher's preliminary study at MAN 1 Natuna, students get the difficulty in learning and understanding English, especially in English Speaking. Many students do mistakes in English pronunciation, using grammar in English speaking, and vocabulary. They have to learn how to speak by using good pronunciation in English. They also have to know using grammar in English speaking well. Through preliminary research above the researcher known that there are still problems that must be found what the answer of the problems in English speaking skill. Then, researcher must find out the factors why students get difficulties in English speaking.

## **RESEARCH METHOD**

This research used a qualitative design. Qualitative research examines occurrences in their natural surroundings, aiming to understand or interpret events in terms of the meaning humans assign to them ( Schrieber and Asnerself, 2001). Mc Millan and Schumacher (2001) added that qualitative research method analyzes and describes how are perceptions, beliefs, actions, and thoughts of individual and collective social.

Based on the explanation, this research used qualitative research method to know the students' difficulties in speaking English and the cause of the problem that has of the students.

In this research, the researcher was used purposive sampling technique. According to glenn

(2009), the purpose of purposive sampling technique is to select the person, the participants, or other details information. The researcher examines the process of teaching speaking and pronunciation to 10th-grade students of IPA at MAN 1 Natuna in the first semester for the academic year 2021/2022. It has 15 students out of a total of 27.

The research used observation, interview, questionnaire to collect the data. First, the researcher was observed the class to know the students' difficulties in speaking and the cause that faced by the students. The instrument of observation is displayed in table 1.

**Table 1.**  
**Instrument of Observation Guideline**

Description
The researcher analyzed the students' problems in mastering speaking skill based on the students' performance in front of the class. Students' problems in mastering speaking skill are: Vocabulary Pronunciation Grammar Fluency Comprehension

Second, the researcher was used interview because the researcher wants to know the deeper information from informants. To find out the problems in mastering speaking skills faced by the students, the researcher ask the teacher about what are the students' problems in mastering speaking skill, such as vocabullary, pronunciation, and grammar. Then, to find out the causes of problems in mastering speaking skills faced by students, the researcher ask the teacher about what are the causes of students' problems in mastering speaking skill, such as lack of confidence, fear of making mistakes, anxiety, shyness, lack of motivation. The researcher gave 12 items to English teacher. Numbers 1 to 7 were about students' difficulties in mastering speaking skills. Furthermore, numbers 8 to 12 were about the causes of students' difficulties in mastering speaking skills.

The last, the researcher gives a questionnaire to the students. The Specification of Student's Questionnaire is presented in table 2.

**Table 2.**  
**Specification of Student's Questionnaire**

Aspect	Indicators
Students' ability in speaking and pronunciation.	To find out students ability in speaking and pronouncing. They are: 1. Vocabulary - Students' ability in pronouncing English is low.
	2. Pronunciation - Students do not know how pronounced well. - Students difficult to distinguished word that have the similar pronounce.
	3. Grammar - Students cannot form the sentence well. - Students confused to arrange correct sentence on conversation.
	4. Fluency - Students cannot speak like the native speaker, because they cannot imitate pausing, rhythm, stress, and intonation well.
	5. Comprehension - Students confused to understand the meaning well. So, it can be caused misunderstanding.
Causes factors difficulties in speaking and mispronouncing.	To find out the causing factors difficulties in speaking English and mispronouncing. - Lack of confidence - Fear of making mistakes - Anxiety - Shyness - Lack of motivation

## **FINDINGS AND DISCUSSION**

### **Results of Observation**

The data of observation has been identified as described in the following discussion. Before teaching and learning was begun, the teacher had prepared the materials in procedure.

In the observation process, the teacher reviews the previous lesson. Then, the teacher starts the lesson. After that, the teacher explains the concept and introduces the material to be taught, namely descriptive text. Next, the teacher helps students to understand English words by modeling how to tell a descriptive text. Then, the teacher asks the students to come to the front of the class to choose the theme of the descriptive text that has been made. Students are given 5 minutes to understand the descriptive text obtained from the given prompt card.

Then students are asked to come forward one by one in front of the class to retell the descriptive text. Then the teacher asked the students to explain the descriptive text theme that the students had obtained by recording the student's explanation.

After that, students told the descriptive text obtained from the prompt card in front of the class. The researcher analyzed the students' speaking ability through their appearance in front of the class. Students found out difficult to pronounce words in English correctly when they speak in front of the class, they do not know the correct vocabulary and do not know how to make sentences well.

After learning has complete, the teacher closes the lesson by repeating the material that has been studied. Finally, the teacher closed the lesson by saying hamdalah and not forgetting to say hello, the students answered the teacher's greeting.

### **Results of Interview**

Researcher found students' problems in mastering speaking skills based on the teacher's opinion. The researcher gave 12 items to English teacher. Numbers 1 to 7 were about students' difficulties in mastering speaking skills. Furthermore, numbers 8 to 12 were about the causes of students' difficulties in mastering speaking skills. Here the dialogues of interview:

1. Question: Do you agree that students have lack of vocabulary?

Answer: yes, students have lack of vocabulary, so when students want to speak in English they cannot speak well, and then the students do not talk or say anything in the classroom.

2. Question: Do you agree that students do not know how to pronounce well in English?

Answer: yes, sometimes the students cannot speak in English well because they do not know how to pronounce the words well and they usually use their mother tongue.

3. Question: Do you agree that students difficult to distinguished words that have the similar pronunciation?

Answer: yes sometimes in English they met the similar words that they cannot speak accurately, for example word “three” and the word “tree”. They difficult to distinguished the word that have similar pronunciation.

4. Question: Do you agree that students cannot form the sentences well?

Answer: sometimes, the students did not know how to make good sentences in English because in English, they must learn about grammar.

5. Question: Do you agree that students felt confused to arrange the correct sentences in their conversation?

Answer: yes, this is like in the previous question, the students have lack of grammar, so students felt difficult to arrange sentences to speak in English.

6. Question: Do you agree that students cannot imitate pausing, rhythm, stress and intonation well?

Answer: yes of course, because the students have lack of knowledge in English. It happened because they usually use their mother tongue

7. Question: Do you agree that students do not comprehend/ understand what the speaker said?

Answer: yes, sometimes they did not know what the speaker says, because they did not know the vocabulary and the correct pronunciation.

8. Question: Do you agree that lack of confidence is one of causes of students’ problems in mastering speaking skill?

Answer: yes, of course. Because they did not have many vocabulary in English and some of them lack of confident to speak up in foreign language.

9. Question: Do you agree that fear of making mistakes is one of causes of students’ problems in mastering speaking skill?

Answer: yes, they are fear of making mistakes in English because they fear to laugh by their friends if they are making mistakes when speak English.

10. Question: Do you agree that anxiety is one of causes of students’ problems in mastering speaking skill?

Answer: yes, they felt anxiety because they cannot speak well in English. Because they had lack of knowledge in English, lack of vocabulary and did not know how to pronounced English well, and they felt anxiety if I asked them to speak English in front of the class.

11. Question: Do you agree that shyness is one of causes of students’ problems in mastering speaking skill?

answer: yes, they felt shy. Sometimes when I asked the students to speak in front of the class, the students usually felt embarrassed and often asked for his or her friends to speak first.

12. Question: Do you agree that lack of motivation is one of causes of students’ problems in mastering speaking skill?

Answer: yes of course, because when I taught speaking, sometimes I found difficulties to ask the students to present in front of the class because some students were lack of motivation in English, especially in speaking.

## **Results of Questionnaire**

Researchers also distributed questionnaires to students to support the results of class observations and interviews. Questionnaires were given to students who were randomly selected from class X IPA 1 which consisted of 27 in total.

The questionnaire aims to gain a deeper understanding of students' problems and the causes of students' problems in mastering speaking skills. In addition, the questionnaire consists of 15 questions. From numbers 1-7 there are questions about students' problems in mastering speaking skills. Furthermore, from numbers 8-15 there are questions about the causes of students having problems in mastering speaking skills. The results of the student questionnaire can be seen as follows:

### **Respondent 1:**

- The answer of Questionnaire No.1: “yes, because vocabulary is very important to speak in English”.
- The answer of Questionnaire No.2: “yes, because vocabulary is very important for improve speaking skills”.
- The answer of Questionnaire No.3: “yes, because the lack of vocabulary greatly affects the ability to speaking”.
- The answer of Questionnaire No.4: “yes, because I do not know how to pronounce the words in English correctly”.
- The answer of Questionnaire No.5: answer: yes, for example in word “Now” and “No”.
- The answer of Questionnaire No. 6: : “yes, I feel cannot form the sentences well in English ”.
- The answer of Questionnaire No. 7: “yes, because I don“t have many vocabulary”.
- The answer of Questionnaire No.8: “no, because I feel can fluent in English”.
- The answer of Questionnaire No.9: “no, because I feel can imitate in English correctly”.
- The answer of Questionnaire No.10: “yes, because I don“t have many chance to speak in English class ”.
- The answer of Questionnaire No. 11: “Yes, sometimes I feel insecure because I am not fluent in English”.
- The answer of Questionnaire No. 12: “yes, I am afraid of laughed by my friends”.
- The answer of Questionnaire No. 13: “yes, I feel worried”.
- The answer of Questionnaire No. 14: “yes, I feel shyness in speaking English ”.



- The answer of Questionnaire No. 15: “yes, I lack of motivation to learn English”.

## **Results of Data Analysis**

Data reduction is the first component or level in the qualitative data analysis model. It describes the method of picking out, narrowing, streamlining, abstracting, and altering the information found in written field notes or transcriptions. Data reduction requires the organization, meaningful reduction, or reconfiguration of a large amount of data. Data were gathered for this study via observation, interviews, and a questionnaire.

For the observation, the researcher concluded that the students' problems in mastering speaking skills were in accordance with the theory, namely: lack of vocabulary, difficulty pronouncing English words, not knowing correct grammar, lack of fluency and understanding. The results of the interview show that the teacher agrees with the theory of the problem of mastery of speaking skills, and the causes of the problem of mastery of speaking skills. Based on the data, researcher do not need to eliminate or reduce interview data with English teachers because the data are in accordance with the theory. Based on the data, researchers do not need to eliminate or reduce student questionnaire data because the data is in accordance with the theory.

## **Discussions**

After conducting the research, the researcher found students' problems in mastering speaking skills at MAN 1 Natuna. the researcher found that students had problems in mastering speaking skills. According to Rahayu (2015) students' difficulties faced in speaking English include afraid in making mistake, pronunciation error, lack in understanding grammatical, lack in vocabulary, loss interesting in study, minimum opportunities, mother tongue or dialect, seldom practice, and not discipline. In this research, students had a lack of vocabulary so that students could not make good sentences, students felt confused about how to pronounce words well, students felt confused in composing sentences to speak in English. In addition, based on relevant study that was conducted by Handini (2021) entitled students' an analysis on students' difficulties in speaking of MTS NW Al Hidayah Baremayung. It was found that every student had different difficulties in speaking.

Researchers made observations to find out what problems students faced in mastering speaking skills. Researchers conducted research by observing the class, interviewing English teachers and giving questionnaires to students to find out the problems and causes of problems in mastering speaking skills faced by students.

## **Students' Problems in Mastering Speaking Skill**

During the research the researcher found that students had problems in mastering speaking skills, namely: students had a lack of vocabulary so that students could not make good sentences, students felt confused about how to pronounce words well, students felt confused in composing sentences to speak in English. English. In addition, the students are still not fluent,



and also they find it difficult to understand words in English.

Based on the results of the problems, it can be concluded that the problems that occur in students in mastering speaking skills, namely: vocabulary, pronunciation, grammar, fluency and understanding. After the researcher analyzes and finds the research findings, it is hoped that the researcher will contribute to the research in a better direction. Mastery of speaking must be supported by mastery of the components of speaking itself, namely: vocabulary, pronunciation, grammar, fluency and understanding.

### **Causes of Students' problems in Mastering Speaking Skill**

After conducting research, the researcher found the causes of students' problems in mastering speaking skills. Based on the results of interviews with teachers and the results of student questionnaires, the researchers drew several conclusions about the causes of students having problems in mastering speaking skills.

Based on interview data and questionnaires, the researcher found that most of the students did not feel confident to speak English. In addition, they are afraid of making mistakes, feel anxious, and embarrassed when they want to speak in English. The next cause of the problems faced by students in mastering speaking skills is the low motivation to learn English, especially in speaking. The causes of students' difficulties in mastering speaking skills are: lack of confidence, fear of being wrong, shame, anxiety, and lack of motivation.

Based on the findings in the research above, it can be concluded that according to the actual conditions. It can be concluded that the causes of students' difficulties in mastering speaking skills are lack of confidence, fear of being wrong, shame, anxiety, and lack of motivation in learning English, especially in speaking skills.

### **CONCLUSIONS**

Based on this research finding, the present researchers concluded that the students' difficulties in English speaking skills faced by 10th Grade students of MAN 1 Natuna, students have limited vocabulary, they are confused to pronounce words in English, lack grammar, cannot speak fluently, and have difficulty understanding what the speaker is saying. The cause of students having difficulty in mastering speaking skills refers to the learning objectives, it can be concluded that students have psychological factors such as lack of confidence, fear of being wrong, anxiety, shame and lack of motivation that hinders them in practicing. speak in English. The researcher suggests to the next researcher to conduct a research on speaking problems and their causes, as well as add solutions to speaking problems that can make students successful in English, especially in speaking.

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