



## STUDENTS' PROBLEMS IN MASTERING SPEAKING SKILL FACED BY THE XI GRADE STUDENTS AT MA INTEGRAL HIDAYATULLAH MANOKWARI

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### A B S T R A C T

This research aimed to investigate the students' problem in mastering speaking skills, and the cause of that problem. This research was carried out at MA Integral Hidayatullah Manokwari. This research used qualitative approach with a descriptive analysis method. 28 students of MA Integral Hidayatullah Manokwari were interviewed and fill the questionnaire to determine their experience in speaking class. The result showed that students have lack of vocabulary (96%), Pronunciation 74%, lack of grammar 70%, lack of fluency (96%). Meanwhile, the cause of students' speaking problems were lack of confidence, fear of making mistake, anxious, shyness, and lack of motivation.

## INTRODUCTION

There are four basic skills that students should master in studying English, they are listening, reading, writing, and speaking. Every skill has its own goal to be reached as requirements of English mastery. Especially for Speaking skill, it skill focuses on the students' ability in producing English orally as good as they speak their native language. One of language skills that should be mastered by students is speaking. Harmer in Wahyuni (2016) stated that speaking is ability to speak fluently and presupposes not only knowledge of language features. This means that everybody needs to study English. They need to speak English to practice their skill. It is useful for their future job. Bailey in Fitria (2013) mentined that speaking is seen as the central skill. If they do not get to speak English, they will have a problem in teaching English. In fact, it is generally found that many students do not speak English fluently, or worse they do not even practice speaking.



In this research, the researcher analyze the students' problems in speaking English faced by XI grade at MA Integral Hidayatullah Manokwari and why do those problem occur. Based on the preliminary research data obtained by interviewing the English teacher, most of students had problems to use their English in real life. Students had some problems in speaking, such as: lack of vocabulary, they are still shy to speak, and the use of the first language had a big effect on their pronunciation. According to the explanation, it can be concluded that speaking is very important because by speaking students are able to express their opinions and by learning speaking skill it makes students understand how to speak well.

Furthermore, teaching speaking is also needed to help the students in achieving communicative skill. Teaching speaking is process of transfer knowledge about aspects of speaking in increasing the students' ability to communicate in learning process. The purpose of teaching speaking is to improve students' communicative ability. Isnawati in Naqsabandi (2015) stated that the objective of teaching speaking is the development of the ability to interact successfully in that language. The students can express themselves, understand the aspect that related to speaking and learn how to speak with appropriate way communication in order to the interlocutor can understand what the students said. It means that the teacher is said success in teaching speaking if the students able to develop the language in interaction with their friends and teacher. Brown in Azizah (2017) proposed seven principles for designing speaking techniques. They are:

- a) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b) Provide intrinsically motivating techniques. The teacher should reflect the students to see how the activity will benefit for them.
- c) Encourage the use of authentic language in meaningful contexts. Preparing authentic language contexts give the students experience with the language in outside class.
- d) Provide appropriate feedback and correction. The teacher should give useful feedback for the students to help them learn and grow.
- e) Capitalize on the natural link between speaking and listening. Speaking and Listening are integrated skill.



- f) Give the students opportunities to initiate oral communications. Part of oral communication competence is the ability to initiate conversations, and to change the subject.
- g) Encourage the development of speaking strategies. The teacher should develop speaking strategies to help students be aware and have a change to practice oral communication.

From the definition it can be concluded that in teaching speaking, the teacher should encourage the learner to use the language in interaction with others. So, the teacher must notice these principles in teaching speaking.

Teaching is the way for the teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. They should try to avoid confusion in the message due faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rulers that apply in each communication situation. Harmer in Yendra (2018) states there are three (3) reasons for teaching speaking, they are as follows:

- a) Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
- b) Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.
- c) The more students have opportunities to activate the various elements of language. Speaking is the most important skill in teaching English.

It is almost impossible to have true mastery of a language without actually speaking. As we know that communication is needed by the people over the world. In this case, speaking becomes the right way to express ourselves by using language as a connector. The average person produces tens of thousands of words a day, although some people may produce even more than that. It means that the students have the ability to increase their potential in speaking ability. To speak in the foreign language in order to share understanding with other people requires attention to precise details of the language. A speaker needs to finds the most appropriate words and the correct



grammar to convey meaning accurately and precisely, and needs to organize the discourse so that listener will understand.

Speaking activities are demanding, require careful and plentiful support a various types, not just support for understanding but also support for production. When people speak English they should pay attention to the elements of language, they are pronunciation, vocabulary, grammar, fluency and pronunciation. Students regard speaking as the most important skill that must be acquired and they assess their progress in terms of their accomplishment in spoken communication. In learning speaking, students often find some problems. The problem frequently is found that their native language causes them to get difficulty in using the foreign language. For most foreign language learners, speaking skill is somewhat difficult. This probably because they think that the language target is different with their native language. According to Haris in Yendra (2018), there are five (5) components must be fulfilled in speaking classroom which recognized in analysis of speech process, those are:

- a) Pronunciation. Pronunciation is practiced to know how to pronounce of words same as native speakers.
- b) Grammar. Grammar is structure and system of a language, grammar is very important to speech process because when people will say something they have to arrange some of words to be sentences that related in the situation.
- c) Vocabulary. Vocabulary is collection of words or a set of words which have meaning. Vocabulary has function for building sentences. The people can not to communicate well if they do not have sufficient vocabulary.
- d) Fluency. Fluency can be defined as the ability to speak fluently and accurately.
- e) Comprehension. Comprehension is the understanding idea.

## RESEARCH METHOD

In this research, the researcher employed a qualitative research and produced descriptive data in form of written words the subject and its behavior can be observed. The types of qualitative research focused on description. Schrieber in Yendra (2018) stated that descriptive studies simply



describe some phenomenon using numbers to create a picture of a group or individual. In this research, researcher observed the data in form of written words

This research is located at MA Integral Hidayatullah Manokwari and the subject of the study was the students of XI grade with a total of twenty eight (28), with details twelve (12) male students and sixteen (16) female students.

Then, this research was qualitative and the data was what problems experienced by students in speaking English and what were the causes of the problems. The data source was 28 students of MA Integral Hidayatullah. The researcher uses interview to get the data from the teacher and the Problem faced by students. Next, the researcher gives questionnaire in order to know the further opinions and the aspect that may influence the students' learning process and confirm the answer given by their teacher. From collecting data through questionnaire, the researchers find out the students' problem and causes of students problem in mastering speaking skill. Besides that, In this research the percentage also used to calculate how many students get problems in mastering speaking skill and causes of student's problem in mastering speaking skill. To get the percentage of each item questionnaire, the researcher used the formula as stated below (Rahayu, 2019):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage of students problems

F = the number of frequency of the respondent answer

N = the number of respondent

This formula is only used to know the percentage, but overall this study uses qualitative approach.

## RESULTS AND DISCUSSION

In this research, the researcher used interview and questionnaire to collect the data. Researcher analyzed the data based on each instrument. There were two methods used. In this case of utterance the student's problems in mastering speaking skill the researcher used the entire instrument, they



were: interview, questionnaire and document study. In this case, the researcher will use interviews with teachers and questionnaire to students.

### 1. Data Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Miles theory in Yendra (2017). It refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this research, the researcher used interview and questionnaire to collect the data. In this case, the researcher analyzed the data based on each instrument. Furthermore, the researcher did triangulation method. The triangulation method can be explained by the researcher as below: In the triangulation of method there were two methods. In this case to utterance the student's problems in mastering speaking skill the researcher used the entire instrument, they were: interview, questionnaire and document study. In this case, the researcher will use interviews with teachers and questionnaire to students; in addition researchers also used document study as additional data.

#### a. Interview

From the results of the interview, it showed that the teacher agree with the theory of problems in mastering speaking skill, and causes of problems in mastering speaking skill. There were problems in mastering speaking skill, as follow: vocabulary, pronunciation, grammar, and fluency. Furthermore, the causes of problems in mastering speaking skill were: fear of making mistake, Shyness, Anxiety, Lack of confidence, and Lack of motivation.

#### b. Questionnaire

From the results of questionnaire, the researcher found that most of the students have the same opinion about problems in mastering speaking skill. From the resultsof questionnaire, it showed that there problems in mastering speaking skill, as follow:

Vocabulary : Students lack of vocabulary

Pronunciation : Students did not know how pronounced well and they faced difficult to distinguish words that have the similar pronounce

Grammar : Students cannot form the sentence well and they felt confused to



arrange correct sentence in conversation

Fluency : Students cannot imitate pausing, rhythm, stress, and intonation well.

Moreover, the causes of problems in the mastery of speaking skills that the researchers found in class XI were lack of confidence, anxiety, and shyness, lack of motivation and fear of making mistake.

## 2. Data Display

Data display is second component or level of Miles in Yendra (2017) model qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data, at the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. In this case, the analysis was done based on data collected by each instrument.

### a. Interview Report

The researcher also employed interviews support the data, the interviews were intended to find out the teacher's opinion about the problems that students faced in mastering speaking skill. The researcher employed an interview which the result can be seen in the table below:

### b. Interview Report

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Table 1 Interview Results

No	Conclusion of teacher' Answer
1	Students are still lacking in vocabulary
2	Students had fifficulty to pronounce English well
3	Students canot form the sentence well because lack of grammar
4	Students have lack of fluency in English
5	Students can already understand English words spoken by other people
6	Students have lack of confident to speak up in foreign language
7	Fear of making mistakes is a cause of problems teacher often encounter with students
8	Students felt anxiety because they are afraid if they speak English wrong



9	Students fell ashamed because they are afraid of making mistakes, beside that English is not the language students use every day so that if students are wrong then students will fell shyness
10	Students were lack of motivation in leaning, whereas motivation very important to help students learn English

From the result of the interview, it could be said that the teachers’ opinion about the students’ problems in mastering speaking skill were: students’ lack of vocabulary, students faces difficulty in pronounced the words well in English, students lack grammar so the students could not formed the sentence well, and lack of fluency. And then the causes of students’ problems in mastering speaking skill were: fear of mistake, shyness, anxiety, lack of confident and lack of motivation.

**c. Questionnaire**

The researcher also employed questionnaire to the students for supporting the result of interview. The questions is questionnaire were designed almost same with the question in interview to teacher. It aimed to get deeper understanding of students’ problems and causes of students’ problems in mastering speaking skill. Questionnaire was given to the whole students in XI grade which consisted of twenty seven (27) students. Based on the questionnaire was filed by the students; the researcher could be describe that students response was varied and the questionnaire was made support the data from interview. The questionnaire consisted of twelve (12) questions. Through this instrument the researcher could identify the students’ problem and causes of students’ problems in mastering speaking skill. Questionnaire was given to the whole students. Here was the students’ answer of questionnaire:

Table 2 Questionnaire 1 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
1.	Do you feel that lack of vocabulary is the one of the problems that you faced in Mastering speaking skill?	26	1	96%	4%	27

Based on the data number one, there were 96% students in XI grade had lack vocabulary. Besides, there were 4% students argued that did not had problem in vocabulary. It can be concluded that most students find it difficult to master speaking skills they were had lack vocabulary.





Table 3 Questionnaire 2 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
2.	Do you feel that you have a problem pronouncing English words?	20	7	74%	26%	27

Referring on the data number two, there were 74% students in XI grade did not know how to pronounce well in English, while 26% from the amount of the students did not worried and still confident for good pronunciation in the class. It can be concluded that there are still many students who have difficulty in pronouncing English because the writing and pronunciation in English are different.

Table 4 Questionnaire 3 Result

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
3.	Do you find it difficult to distinguish words that have almost the same pronunciation in English?	23	4	85%	15%	27

Based the data number three, there were 85% had difficulties in distinguished words that's have similar pronunciation in English, while 15% from the amount of the students had no difficulties with the words that have similar pronunciation in English. It can be concluded that majority of the students had difficulties with English words that have the similar pronunciation.

Table 5 Questionnaire 4 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
4.	Do you find it difficult to make correct sentences in English?	19	8	70%	30%	27

Based on the data number four, there were 70% from the total of the students who had difficulties in from the sentences well in English. But 30% of them stated that they had no difficulties to form correct sentences. It can be concluded that majority of students had difficulties with grammar when they want to form the correct sentences English.



Table 6 Questionnaire 5 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
5.	Do you feel confused in making sentences to have conversations in English?	16	11	59%	41%	27

Number five, show that 59% students in XI grade they had problem to arrange sentences in conversation. Beside 41% of students did not have problem to arrange sentences when they want to build the conversation. It can be concluded that many of them still cannot formulate the correct sentences when they want to speak English.

Table 7 Questionnaire 6 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
6.	Do you feel like you can't speak English fluently because of improper spacing, rhythm, stress and intonation?	25	2	93%	7%	27

Based on the data number six, there were 93% from the total of students stated that there are still difficulties in pronouncing English words with correct rhythm, stress, and intonation. Beside 7% of them stated that they had no difficulties to pronounce the word with a good rhythm, stress, and intonation. It can be concluded that most of the students had difficulties to pronounce the word with a good rhythm, stress and intonation.

Table 8 Questionnaire 7 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
7.	Do you sometimes feel that you don't understand what other people are saying in English?	11	16	41%	59%	27

Referring data number seven, there were 41% students had difficulties to understand words when someone speaking in English, while 59% students stated that they had no difficulties to understand when they heard someone speaking in English. It can be concluded that most of them can already understand what people are saying to them.



Table 9 Questionnaire 8 Result

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
8.	Is lack of confidence one of the causes of the problems you face in speaking?	16	11	59%	41%	27

Based on the data number eight, there were 59% students in XI grade agree that lack of confident is the one of causes of problems in mastering speaking skill. Besides, there were 41% student argued that they did not had lack of confident when speak in English. It meant that students actually still had lack of confidence when they want to speak English.

Table 10 Questionnaire 9 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
9.	Is fear of making mistakes one of the causes of the problems you face in mastering speaking?	16	11	59%	41%	27

Referring to the data number nine, there were 59% students in XI grade agree that fear of making mistakes can be the causes of problems in mastering speaking skill. Besides, there were 41% students argued that they did not fear if mistakes when they were speaking. Based on explanation above, it can be concluded that most students are afraid to make mistakes when they want to speak English.

Table 11 Questionnaire 10 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
10.	Is feeling anxious to be one of the causes of the problems you face in mastering speaking?	16	11	59%	41%	27

From the results of the questionnaire number ten, it showed that 59% students in XI grade stated that anxiety is one of causes of they cannot mastering speaking skill in English. While 41% students argued that they cannot felt anxiety when they want to speak English. It can be concluded that most of students felt anxiety can be causes of problems in mastering speaking skill.



Table 12 Questionnaire 11 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
11.	Is feeling embarrassed one of the causes of the problems you face in mastering speaking?	17	10	63%	37%	27

Based on the data number eleven, there were 63% from the total of the students stated that they felt shy when they want to speak English. Beside 37% of them that did not felt shy when speaking. It means that most of the students agree that shyness is one of causes of students' problems in mastering speaking skill.

Table 13 Questionnaire 12 Results

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
12.	Is a lack of motivation in learning English one of the problems you face in mastering speaking?	18	9	67%	33%	27

Referring data number twelve, there were 67% students in XI grade stated that lack of motivation is one causes of they cannot mastering speaking in English. While 33% students argued that get motivation in learning English. It can be concluded that most of the students agreed that a lack of motivation was the cause of the problem in mastering speaking skills.

#### d. Discussion

The discussion is concerned with the students' problems in mastering speaking skills and caused of the problem in mastering speaking skill.

##### 1) Students' problems in Mastering Speaking Skill

The researcher employed interview and questionnaire to know the students' problems in mastering speaking skill. Having conducted the research, the researcher found the problems of students in mastering speaking skill at MA INTEGRAL HIDAYATULLAH Manokwari.

In addition, during the research the researcher found that the students had problems in mastering speaking skill, they were:

- a) Students are still lacking in vocabulary, so it is difficult for them to speak English and also make sentences in English.

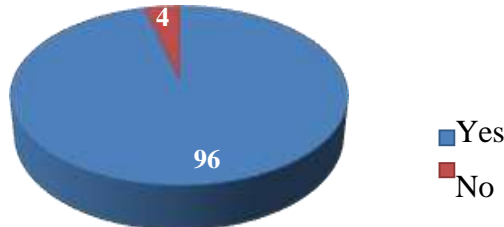


Figure 1 Chart of Lack Vocabulary

- b) The students faced difficulty to say something in English because they don't know to pronounce correctly in English and they cannot distinguish the English words that have similar pronunciation.

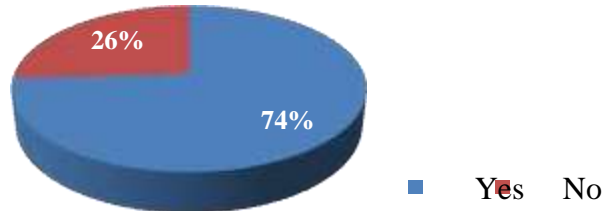


Figure 2 Chart of Problems Pronouncing English Words

- c) Students have lack of grammar, so they cannot form the sentence well when they to speak English.

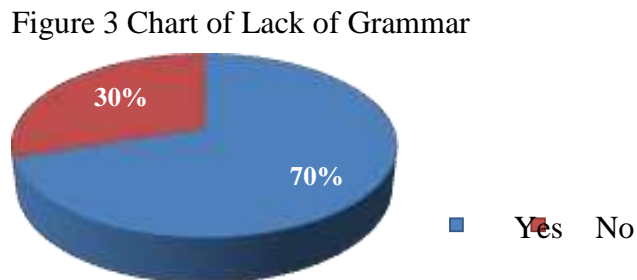


Figure 3 Chart of Lack of Grammar

- d) Students lack of fluency in English, because they cannot imitate pausing, rhythm, stress, and intonation well

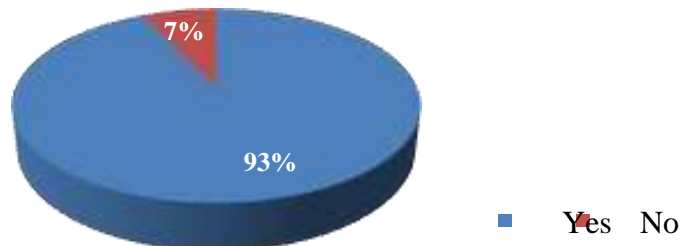


Figure 4 Chart of lack of fluency



Based on the results of the discussion above, it can be concluded that the problems described in Brown in Yendra (2017) theory do not occur in grade XI students. In this case the researcher did find students who had problems in understanding English words was not more than students who had understanding of the language of English words, the difference was 18%. Then this is supported again by a statement from their teacher that the researcher got thorough an interview which stated that many of the XI grade students could understand what other people said English. So the researcher concluded that in terms of comprehension, the XI grade students did not experience any problems. After the researcher analyzed and found the finding of the research, hopefully the researcher gave contribution of the researcher to better way.

2) Causes of students’ problems in Mastering Speaking Skill

Having conducted the research, the researcher found the causes of students’ problems in mastering speaking skill. Based on the results of interview with the teacher and results of students’ questionnaire, the researcher took some conclusion about causes of students’ problems in mastering speaking skill.

Based on the interview and questionnaire data, the researcher found that most of the students lack of confidence in speaking English. Furthermore they fear if they were making mistakes, felt anxiety, and shy when they want to speak in English. The next cause of problems that students faced in mastering speaking skill is low motivation to learn English especially speaking. It was supported by Juhana in Yendra (2018) that said the causes of students’ problems in mastering speaking skill are: lack of confident, fear of making mistakes, shy, anxiety, and lack motivation.

a. Lack of confidence

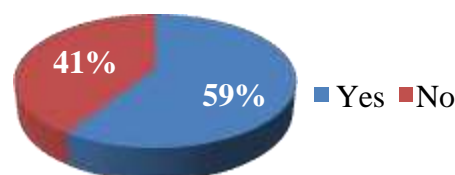


Figure 5 Chart of Lack Confidence



b. Fear of making mistake

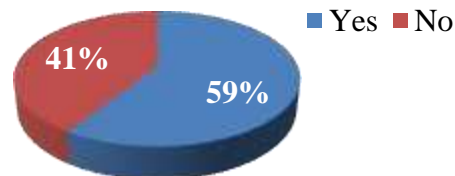


Figure 6 Chart of Fear Making Mistakes

c. Anxious

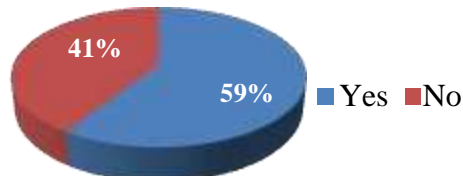


Figure 7 Chart of Anxious

d. Shyness

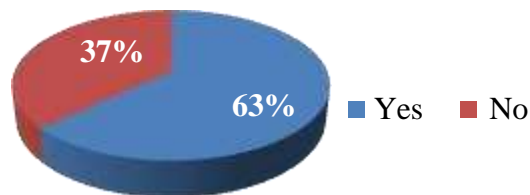


Figure 8 chart of Shyness

e. Lack of Motivation

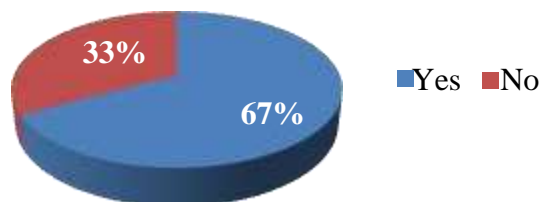


Figure 9 Figure of Lack motivations

Based on the finding in the research above, it can be concluded that theory of Juhana in Yendra (2018) was appropriate with the real condition. It can be concluded that the causes of students' problems in mastering speaking skill were lack confident, fear of making mistakes, shy, anxiety, and lack of motivation in learning English, especially in speaking *skill*.



## CONCLUSION

Based on data analysis, it can be concluded that: 1) The students' problems in mastering speaking skills are that students have a limited vocabulary; students are confused about pronouncing English words, lack of grammar and are not fluent in speaking. In addition, students are reluctant to practice speaking English and usually students are also affected by the first language. 2) The causes of students problems in mastering speaking skill referring to the aim of the study, it can be concluded that the students had psychological factors such as unconfident, fear of mistake, anxiety, shyness and lack of motivation that hinder them from practicing their speaking in English. The factors, like fear of making mistakes were commonly caused by their fear of being laughed by their friends.

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