Identifying Students' Problems in Speaking English

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ABSTRACT

The purpose of this research was to describe students' dominant problems in speaking English at one of state Islamic senior high school in Pekanbaru, Riau Province; Indonesia. This research was descriptive quantitative research. The population of this research was 395 from 12 classes and the researcher took the sample by using purposive sampling technique with total of samples were 60 students. The instrument used in this research was a documentation. The researcher analyzed the data by using total score. Based on the result of the research, it was found that the students' dominant problems in speaking English was fluency with the total score was 187. The researcher concludes that fluency is the most dominant problem faced by the students in speaking English.

KEYWORDS: Speaking Problems; Speaking Fluency.

1   INTRODUCTION

Speaking is one of the crucial parts in learning English, especially for English students because speaking produces sounds words to communicate. Bakar, et al. (2013) stated speaking is one of the four important skills which needs developed for the enhancement of communication among learners of the target language. The more practice speaking we do, the better we will get in spoken. Otoyo (2018) stated speaking is one of the English language skills that is necessary to learn as it is stated that students have to master speaking utterances orally, and creative thinking are proposed in the classroom with some expressions, such as; expressing ideas, telling something that are all the materials that must be learned by the students. Thus, the students need to have a good speaking in order to achieve the objectives of English teaching and learning.

Brown (2007) in Efrianti (2022) stated there are some factors that influence students in speaking. The factors consist of internal factors, external factors, cognitive factors, linguistic factors, and affective factors. The internal factors come from the students themselves that consists of physiological aspects such as intelligence, attitudes, interest, talent and motivation. The external factors consist of social environment such as family, teachers, friends, society and environment such as house or school. According to Hanifah (2018), the cognitive factor basically focus on students' background knowledge as it influences students' speaking performance. Bachman & Palmer (1996) in Leong (2017) stated cognitive factors refer to knowledge structure related to topical information in speaking process that includes: conceptualization, formulation, and articulation. Conceptualization concerns with kinds of information selected to express meaning. Formulation refers to the speaker chooses to use proper words in grammatically

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appropriate. Articulation deals with speakers select proper words of grammatical structures. The linguistic factors are oral proficiency that has to use appropriate language forms, some of the linguistic factors contain pronunciation, grammar, and vocabulary. According to Mahripah (2014) in Leong (2017), speaking is affected to some components of languages like syntax, vocabulary and semantics. Ur (1996) in Efrianti (2022) stated non-linguistic factors are some kinds of related to language learning that consist of inhibition, nothing to say, low participation and mother tongue use.

According to Brown (2001) in Heriansyah (2012), language factors in speaking problems consist of ; first, clustering is fluent speech in phrases, not word-for-word, with this the students can organize their performance. Second, abbreviations, elisions, and vowel reduction forms all bring special problems to the teaching of spoken English of students who do not learn oral contractions sometimes develop a chaos in literal way of speaking. Third, performance variable is the advantage of spoken language is that the thought process of speaking allows you to manifest a certain amount of delays, pauses, retreats, and corrections in your performance. Fourth, colloquial language is students should be familiar with words, phrases, idioms and colloquial language and get practice in producing the forms.

According to Alyan (2013) in Jaya at al (2022), problems to communicate that arise when students encounter words they do not understand, word forms they unable use or find that they cannot express their intended meaning. Sadtono (1997) in Efrianti (2022) stated there are two problems in language learning and these problems are divided into linguistic and non-linguistic problems. The linguistic problems consist of pronunciation, vocabulary, grammar and non-linguistic problems consist of inhibition, nothing to say, low participation and mother tongue use.

In this research, the researchers focused on students' linguistic problems in speaking English because based on preliminary research, the researchers found some linguistics problems when the student spoke English, the students were not able to express their ideas because of lack of vocabulary, the students had low fluency in speaking English. They were not able to speak accurately (correct grammar). So, this research aims to describe the students' dominant problem in speaking English.

2   METHODOLOGY

This research used a descriptive quantitative research design. The research was conducted at one of Islamic state senior high schools in Pekanbaru, Riau Province, Indonesia. The population of the research were all of the eleventh-grade students that consisted of 12 classes with 395 students. The researcher used random sampling technique in taking the sample. The researcher took the sample 15% of the total population. So, there were 60 students as the samples of this research. The researcher used documentation of video record that contained students' performance in speaking English. So, to identify students' problems in speaking English was based on the students' performance recorded from the videos. The researcher analyzed students' speaking problems based on the following score of each component adopted from Kemdikbud (2013).

Table 1:Indicator Score of Speaking English

No	Assessed Aspects	Criteria	Score
1	Pronunciation	Almost Perfect	4
		Sometimes make mistakes, do not bother meaning	3
		Many make mistakes, bother the meaning	2
		Too many mistakes, bother the meaning	1
2	Grammar	Almost Perfect	4
		Sometimes make mistakes, do not bother meaning	3
		Many mistakes did, bother the meaning	2
		Too many mistakes, bother the meaning	1
3	Vocabulary	Use precise vocabulary	4
		Sometimes not use precise vocabulary	3
		Many mistakes did, choose imprecise vocabulary	2
		Lack of vocabulary, impossible to speak	1
4	Fluency	Almost Perfect	4
		Fluent	3
		Not fluent enough	2
		Not fluent at all	1
5	Comprehension	Good to understand	4
		Almost understand	3
		Hard to understand	2
		Not understand at all	1

(Ministry of Education and Culture in Indonesia, 2013)

3   RESULT AND DISCUSSION

To identify the most dominant problem faced by the students in speaking English was based on the result of students' speaking performance score which is described as follows:

Table 2: Students' Scores of Speaking Performance

Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	3	3	3	3	3
2	3	2	3	3	3
3	3	3	3	2	3
4	3	3	3	3	3
5	3	3	3	3	3
6	3	4	4	3	4
7	2	2	3	2	3
8	3	3	4	3	4
9	3	3	3	4	4
10	2	2	2	2	3
11	3	3	3	2	3
12	3	3	4	3	4
13	3	3	3	2	3

14	3	3	3	3	3
15	4	4	4	3	4
16	4	4	4	4	3
17	3	3	4	4	4
18	4	4	4	4	4
19	4	4	4	4	4
20	4	4	4	3	4
21	4	3	4	3	4
22	4	4	4	4	4
23	4	3	4	4	4
24	2	2	3	2	3
25	4	4	4	3	4
26	4	3	4	3	4
27	4	3	4	3	4
28	3	3	3	3	3
29	3	3	4	3	4
30	3	3	3	3	2
31	4	4	4	3	3
32	3	3	3	3	3
33	3	3	3	3	3
34	3	3	3	3	3
35	3	2	3	2	3
36	3	3	4	3	3
37	3	3	4	3	4
38	3	3	4	4	4
39	3	3	3	3	3
40	3	3	3	3	3
41	4	3	4	3	4
42	4	3	4	3	4
43	4	4	4	3	4
44	4	4	4	4	3
45	4	4	4	4	4
46	4	4	4	3	3
47	3	3	3	2	3
48	3	3	4	3	3
49	3	3	4	3	3
50	4	4	4	3	4
51	4	4	4	3	4
52	4	3	4	4	4
53	4	4	4	3	4
54	3	3	4	3	4
55	3	3	4	4	3

56	3	3	3	3	3
57	4	4	4	4	4
58	4	3	4	3	4
59	4	3	4	4	4
60	4	4	4	4	4
Total	203	193	217	187	210

Based on the table 2, it can be seen the students' scores for each component of speaking English. The total scores of students' pronunciation was 203, Grammar scores was 193, vocabulary scores was 217, fluency scores was 187 and comprehension scores was 210. So, the students got the lowest scores in fluency component of English-speaking performance with the total score 187.

This research result is in line with a previous study which was conducted by Hilman (2022) An Analysis of Students' Speaking Performance Problems in Presentation of the Third Semester at English Language Education of Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau. It was found that most of the third semester students had not good fluency during speaking performance.

4   CONCLUSION

Based on the research result, it can be concluded that the most dominant problem faced by the students in speaking English is fluency with the total score 187. Therefore, it is necessary for teachers to improve students' fluency in speaking English by implementing effective strategies, techniques or media in teaching speaking. For students, it is recommended for them to practice speaking a lot in order that they have good fluency in speaking English.

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