

## Students' problems in developing speaking skill at the eleventh grade SMA Darul Hijrah Putra Martapura

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### Abstract

The objective of this research is to describe the students' problems in developing speaking skill at eleventh grade SMA Darul Hijrah Putra Martapura school year 2017/2018. In this research, the researcher uses descriptive qualitative as the research design. The population of this research is students at SMA Darul Hijrah Putra Martapura and the samples of this research are 36 students from class XI SMA. The samples are selected based on the problem formulation. This research uses questionnaire and interview as the instrument. The finding shows that students problem: nothing to say (58.33%), mother-tongue use (80.55%), difficult to express ideas verbally (58.33%), limited vocabulary (72.22%), limited ability of grammar (72.22%), focused on grammar (61.11%)

**Keywords:** students' problem; speaking skill

### INTRODUCTION

Language skills are divided into two; receptive and productive skills which are intended to be achieved by students. Nunan says, "Language generated by the students (in speech or writing) was referred to productive. Language directed at the students (in reading or listening) was called receptive" (Nunan, 2003:48)

Speaking is the use of language to talk and exchange something to somebody in conversations orally. Speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotion using oral language. Whether in daily information interaction or in more formal setting, communicators are required to organize coherent messages, deliver them clearly, and adapt them to their listeners.

Speaking skill is not easy for the students according to Ur (1996:121), there are some problem faced by the learners in speaking activities. The problems include student inhibition, nothing to say, low or uneven participation, and mother-tongue use. Agustina (2012) states there are some obstacles in speaking English : (a) difficult to express ideas verbally; (b) limited vocabulary; (c) limited ability of grammar, so it is difficult to speak

with the correct rules; (d) limited sounds out words, so it's hard to say the word spoken correctly ; and (e) lack of courage to speak for fear of being wrong. Furthermore, Hamid (2013) state the five biggest problems in English speaking skill: (a) Focus on grammar; (b) Forcing talk; (c) Only the formal study of English; (d) Trying to perfect; (e) Relying on English lessons at school.

According to syllabus of school-based Curriculum of *Kurikulum Tingkat Satuan Pendidikan* (KTSP) at the Eleventh grade of SMA Darul Hijrah Putra Martapura especially in speaking skill, the students should be able to use expression of happiness, answer question orally, use expression sympathy and affection and perform a monologue of narrative texts. Based on the preliminary interviewed by the researcher to the 4 students class Eleventh of SMA Darul Hijrah Putra Martapura, the students still have problem to develop speaking skill. When students speak English they cannot speak English well. The students' problem in speaking such as they use their speaking skill rarely, passive, they are not able to response such question, limited vocabulary and ability of grammar. This condition can be seen from students' interaction in the class.

Base on this phenomenon, to solve these problems the researcher would like to identify the students' problem in developing their speaking skill. For this reason, the researcher is interested conducting a research with a title: Students' Problems in Developing Speaking Skill at the Eleventh Grade SMA Darul Hijrah Putra Martapura School Year 2017/2018.

Based on the research problem, the researcher would like to describe the students' problems in developing speaking skill at Eleventh grade SMA Darul Hijrah Putra Martapura school year 2017/2018.

## **METHOD**

Sarwono (2006:27) said that research design is a tool in a research which is a researcher depends in determining the success or failure of a research being carried out. It means that research design is very important for researchers in the process of determining the data collection instruments, sampling, data collection and analysis.

Arikunto (2013:3) stated that descriptive research is a research intended to examine the circumstances, conditions or other issues already mentioned, the results are presented in the form of a research report. In this study, researchers did not do anything to the object but only photograph what happens.

Based on explanation above, this research uses a descriptive method because the researcher want to describe the problems that students had in developing their speaking skill. The populations of this research are the students at the Eleventh Grade SMA Darul Hijrah Putra Martapura.

Table 1. Population and Sample

No.	Classes	Number of students
1	XI A	34
2	XI B	34
3	XI C	34
4	XI D	33
TOTAL		135

According to Sugiyono (2013:118), “sample is part of the number and characteristics possessed by this population”. It means that sampling must be representative, so the sample is obtained as an example or can represent a real population. That statement is supported by Miles and Huberman(1994:27), "sampling is crucial for later analysis. As much as you might want to, you cannot study everyone everywhere doing everything. Your choices whom to look at or talk with, where, when, about what, and why all place limits on the conclusions you can draw, and on how confident you and others feel about them”.

According to the data above, the subjects were 135 so it can be taken between 10-15% or 20-25% or more (Arikunto.2006). Therefore the researcher would like to take 25% of the population as a sample in this research. So, the students’ total who will be sample in this research is 36 students and they are taken from four class.

In this research, the researcher uses questionnaire and interview method in collecting data. Questionnaire is a set of questions which distributed to the respondents for filling up. The researcher used questionnaire to find students’ problem in developing speaking English. Interview is a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (Esterberg, 2002). Interview for getting data about deeper problems in developing speaking English.

The data analysis in this research will use qualitative method. According to Miles and Huberman in Sugiyono (2010:337), the activities of data analysis:

1. Data reduction is a process of selecting, simplifying and transforming crude data which is found from instruments of written notes in the field.
2. Data display is a process of composing information that given a possibility to make conclusion.
3. Conclusion that is supposed by evidence that is valid and consistent.

Based on the statement, the procedure of analyzing data is as follows:

1. The data analysis taken from the questionnaire and interview
2. The result of the questionnaire is analyzed
3. Counting the percentage of student's answer for each item by using formula below. The research used the following formula by Arikunto (2006)  
$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage of students'  
F = frequency  
N = Number of student
4. Making conclusion of students' problem in developing speaking English.

## FINDINGS

Research finding is a part of the research activities that will answer the research question. In this section, the researcher describes the result from the analysis of data. Data are obtained from the questionnaire given to the students. Questionnaire was used to identify problems faced by students based on the response of students to the 15 questions that have been given. There were 36 students at the Eleventh Grade SMA Darul Hijrah Putra Martapura who serve as a source of research. The questionnaire was distributed on 4 April 2018 in the Eleventh Grade SMA Darul Hijrah Putra Martapura, there was found out by the following result:

### Inhibition

Question number one asked students if they are afraid and scared of being criticized in speaking. From 36 students, 22 students (61.11%) answer no. They are not afraid and scared of being criticized in speaking English. That means students feel confidence in speaking.

Table 2. Result of questionnaire number 1

Point	F	P
a. Yes	14	38,88%
b. No	22	61,11%
Total	36	100%

- a. 14 students chose "yes"
- b. 22 students chose "no"

The table above shows that there are 38.88 % of students chose yes and 61.11% of students chose no.

### Nothing to say

Question number two asked students if they cannot think of anything to say because they do not have interest topic. From 36 students, 21 students (58.33%) answer yes. they cannot think of anything to say. Students do not have interest topic because topic is important to encourage students to speak.

Table 3. Result of questionnaire number 2

Point	F	P
a. Yes	21	58,33%
b. No	15	41,66%
Total	36	100%

- a. 21 students chose “yes”
- b. 15 students chose “no”

The table above shows that there are 58,33% of students chose yes and 41,66% of students chose no.

### Mother tongue use

Question number three asked students if they speak English at home. From 36 students, 7 students (19,44%) answer yes. Students only use English in school because no one to talk at home in English.

Table 4. Result of questionnaire number 3

Point	F	P
a. Yes	7	19,44%
b. No	29	80,55%
Total	36	100%

- a. 7 students chose “yes”
- b. 29 students chose “no”

The table above shows that there are 19.44% of students chose yes and 80.55% of students chose no.

### Difficult to express idea

Question number four asked students if they feel difficulty to express idea/opinions verbally in English lesson. From 36 students, 21 students (58.33%)

answer yes. They feel difficulty to express idea in English students have no motivation to express idea because limited in vocabulary and grammar.

Table 5. Result of questionnaire number 4

Point	F	P
a. Yes	21	58,33%
b. No	15	41,66%
Total	36	100%

- a. 21 students chose “yes”
- b. 15 students chose “no”

The table above shows that there are 58.33% of students chose yes and 41.66% of students chose no.

### Limited Vocabulary

Question number five asked students if they feel difficulty to understand the vocabulary of speaking material because they do not have enough vocabulary. From 36 students, 26 students (72.22%) answer yes. They cannot understand the vocabulary of speaking material. Vocabulary is important to understand in English they will understand easier if they know more vocabulary.

Table 6. Result of questionnaire number 5

Point	F	P
a. Yes	26	72.22%
b. No	10	27.77%
Total	36	100%

- a. 26 students chose “yes”
- b. 10 students chose “no”

The table above shows that there are 72.22% of students chose yes and 27.77% of students chose no.

### Limited ability of grammar

Question number six asked students if they unable to speak with proper grammar. From 36 students, 26 students (72.22%) answer yes. They cannot speak with correct grammar students have difficult to speak with the correct rules there to many tenses.

Table 7. Result of questionnaire number 6

Point	F	P
a. Yes	26	72,22%
b. No	10	27,77%
Total	36	100%

- a. 26 students chose “yes”
- b. 10 students chose “no”

The table above shows that there are 72,22% of students chose yes and 27,77% of students chose no.

### Limited sounds out word

Question number seven asked students if they unable to translate every words who uttered by the speaker because they unable to distinguish differences in pronunciation of speaker. From 36 students, 22 students (61.11%) answer yes. They difficult to translate every word from speaker. That means pronunciation of speaker is important to understand what people say.

Table 8. Result of questionnaire number 7

Point	F	P
a. Yes	22	61,11%
b. No	14	38,88%
Total	36	100%

- a. 22 students chose “yes”
- b. 14 students chose “no”

The table above shows that there are 61.11% of students chose yes and 38,88% of students chose no.

### Lack of courage to speak for being wrong

Question number eight asked students if they less courageous to speak because you afraid to make errors in speaking English. From 36 students, 27 students (75%) answer no. they are not afraid do mistake in speaking English. That means students not afraid to speak English even though they do mistake in English.

Table 9. Result of questionnaire number 8

Point	F	P
a. Yes	9	25%
b. No	27	75%
Total	36	100%

- a. 9 students chose “yes”
- b. 27 students chose “no”

The table above shows that there are 25% of students chose yes and 75% of students chose no.

### Focus on grammar

Question number nine asked students if they use correct grammar in using English. From 36 students, 22 students (61.11%) answer no. They speak English without correct grammar they only speak in English.

Table 10. Result of questionnaire number 9

Point	F	P
a. Yes	14	38,88%
b. No	22	61,11%
Total	36	100%

- a. 14 students chose “yes”
- b. 22 students chose “no”

The table above shows that there are 38.88 % of students chose yes and 61,11% of students chose no.

### Forcing talk

Question number ten asked students if they feel being forced to speak English. From 36 students, 24 students (66.66%) answer no. They not feel being forced to speak English. That means they enjoy speaking English in classroom.

Table 11. Result of questionnaire number 10

Point	F	P
a. Yes	12	33,33%
b. No	24	66,66%
Total	36	100%

- a. 12 students chose “yes”
- b. 24 students chose “no”

The table above shows that there are 33.33% of students chose yes and 66.66% of students chose no.

### Trying to perfect

Question number eleven asked students if they fell afraid to make and feel nervous when talking English. From 36 students, 27 students (75%) answer no. They are not afraid make mistake and feel nervous in English. That means they not shy speaking in English in public.

Table 12. Result of questionnaire number 11

Point	F	P
a. Yes	9	25%
b. No	27	75%
Total	36	100%

- a. 9 students chose “yes”
- b. 27 students chose “no”

The table above shows that there are 25% of students chose yes and 75% of students chose no.

### Only the formal study of English

Question number twelve asked students if they using English during English lesson. From 36 students, 28 students (77.77%) answer no. They not always speak English during English lesson in classroom they sometimes speak Indonesian when they not understand on materials.

Table 13. Result of questionnaire number 12

Point	F	P
a. Yes	8	22,22%
b. No	28	77,77%
Total	36	100%

- a. 12 students chose “yes”
- b. 24 students chose “no”

The table above shows that there are 22, 22% of students chose yes and 77, 77% of students chose no.

### **Relying on English lessons at school**

Question number thirteen asked students if they speak English only depends English lesson in class. From 36 students, 27 students (75%) answer no. They not depends on English lesson in class they also speak English in school environment because in Islamic boarding school they must speak English and Arabic every day.

Table 14. Result of questionnaire number 13

Point	F	P
a. Yes	9	25%
b. No	27	75%
Total	36	100%

- a. 9 students chose “yes”
- b. 27 students chose “no”

The table above shows that there are 25% of students chose yes and 75% of students chose no.

### **Low or uneven participation**

Question number fourteen asked students if they feel inhibited to talk with your friends because they are more dominant in speaking English. From 36 students, 26 students (72,22%) answer no. They are not fell inhibition to talk with the friends. Students must to speak English in boarding school although make mistake they must speak English.

Table 15. Result of questionnaire number 14

Point	F	P
a. Yes	10	27,77%
b. No	26	72,22%
Total	36	100%

- a. 26 students chose “yes”
- b. 10 students chose “no”

The table above shows that there are 27.77% of students chose yes and 72.22% of students chose no.

### Low or uneven participation

Question number fifteen asked students if they participate to speak English in class. From 36 students, 27 students (75%) answer no. They are not all participate to speak English. That means they less active in asking about materials in English.

Table 16. Result of questionnaire number 15

Point	F	P
a. Yes	9	25%
b. No	27	75%
Total	36	100%

- a. 9 students chose “yes”
- b. 27 students chose “no”

The table above shows that there are 25% of students chose yes and 75% of students chose no.

Interview taken from questionnaire which a high percentage of problem in developing speaking skill as a support of result questionnaire. The researcher interviewed in classroom and the researcher got the result as a follow:

- a. Asked students identities name and where they live and asked student if they like speak English. Some students answered they like and some students dislike English they like Arabic language more.
- b. Asked students if they speak English at home. They answered only speak in boarding school and nobody can speak English at home but him.
- c. Asked students if they cannot think of anything to say in English. They cannot say in English if they don't have interest topic and what they discuss.

- d. Asked students if they were difficult to understand vocabulary in English. Some students answer they were lazy to memorize daily vocabulary, difficult to memorize English words and many vocabulary in English were same in pronunciation.
- e. Asked students if they were difficult to translate every word in English. Students answered they were difficult to understand pronunciation from speaker because they thought English has same pronunciation but different meaning.
- f. Asked students if they were unable to speak with proper grammar. They have difficult in saying good English with correct grammar so, they thought as long as they could talk and understandable, it was enough them.

## **DISCUSSION**

Based on the research findings, from the result of the questionnaire in the analysis has comes description that students' problems in developing speaking English at the Eleventh Grade SMA Darul Hijrah Putra Martapura are: First, nothing to say, the data shows that 21 students (58.33%) of 36 students cannot think of anything to say. Students do not have interest topic because topic is important to encourage students to speak. Second, mother-tongue use, the data shows that 29 students (80.55%) of 36 students only use English in school because no one to talk at home in English. Third, the students have difficult to express ideas verbally, the data shows that 21 students (58.33%) of 36 students are feel difficulty to express idea in English students have no motivation to express idea because limited in vocabulary and grammar. Fourth, the students have limited vocabulary, the data shows that 26 students (72.22%) of 36 students are cannot understand the vocabulary of speaking material. Vocabulary has important to understand in English more vocabulary they have more easier they will understand. Fifth, the students have limited ability of grammar, the data shows that 26 students (72.22%) of 36 students have difficult to speak with the correct rules. Sixth, students have limited sounds out word, the data show that 22 students (61.11%) of 36 students are difficult to translate every word from speaker. Seventh, the students focused on grammar, the data show that 22 students (61,11%) of 36 students are speak English without correct grammar they only speak in English.

Based on the theory of Ur (1996:121) who stated that there are some problems faced by the learners in speaking activities. The problems include student inhibition, nothing to say, low or uneven participation, and mother tongue use.

So, students' problems in developing speaking English which are found from theories from Ur (1996), Agustina (2012) and Hamid (2013) are line. Supported on that problems are nothing to say, mother-tongue use, the students have difficult to express ideas verbally, the students have limited vocabulary, the students have limited ability of grammar, students have limited sound out word and the students focused on grammar but, some problems are not found such as inhibition, lack of courage to speak for being wrong, forcing talk, trying to perfect, only the formal study of English, relying on English lesson and low or uneven participation.

Based on interview about that they said that students like and some students dislike English they like Arabic language more. They only speak English in boarding school. Students cannot say in English if they don't have interest topic and what they discuss. Students were lazy to memorize daily vocabulary, had difficulties to memorize English words and many vocabularies in English same in pronunciation. They difficult to understand pronunciation from speaker because in English same pronunciation and different meaning. They have difficult in saying good English with correct grammar so, they thought as long as they could talk and understandable, it was enough them.

## CONCLUSION

Based on the research findings the Students' Problems in Developing Speaking English at the Eleventh Grade SMA Darul Hijrah Putra Martapura are: (1) nothing to say. The data shows that 21 students (58.33%) of 36 students cannot think of anything to say. Students do not have interest topic because topic is important to encourage students to speak. (2) mother-tongue use. The data shows that 29 students (80.55%) of 36 students only use English in school because no one to talk at home in English. (3) The students have difficult to express ideas verbally. The data shows that 21 students (58,33%) of 36 students are feel difficulty to express idea in English students have no motivation to express idea because limited in vocabulary and grammar. (4) The students have limited vocabulary. The data shows that 26 students (72.22%) of 36 students are cannot understand the vocabulary of speaking material. Vocabulary has important to understand in English more vocabulary they have more easily they will understand. (5) The students have limited ability of grammar. The data shows that 26 students (72.22%) of 36 students have difficult to speak with the correct rules. (6) Students have limited sounds out word. The data show that 22 students (61.11%) of 36 students are difficult to translate every word from speaker. (7) The students focused on grammar, the data show that 22 students (61.11%) of 36 students are speak English without correct grammar they only speak in English.

Based on the conclusion above, the researcher proposes some of suggestions as follow:

1. For the Teacher

In teaching and learning process of speaking class, teacher should give more attention to the students who have problems in speaking English. It can be done by making speaking class be fun because students can learn something well if the students have good mood. In addition, the teacher should give interest topic to encourage students speak. Give more motivation to express idea verbally, so it can to improve students' speaking achievement and overcome to the students' problem in developing speaking English.

2. For the Students

Students should improve skill of speaking in English like get practice and must accustomed the self to perform and join into discussion. The students should memorize vocabulary more Thus, it can give information to be learned and as a lesson to help students to improve their quality of speaking.

3. For the other Researchers

Next researcher may make a further research with different focus such as effects of problems in speaking faced by students toward teaching and learning activities of speaking class.

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