An Analysis of Students' Difficulties in Speakings Skill at Tenth Grade of SMAN 8 Jambi City

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ABSTRACT
Students' difficulties in speaking skill at tenth grades of SMA N 8 Jambi City that the main problems they face in learning speaking skills are a lack of vocabulary, the need for articulation, the need to speak without hesitation, and anxiety of making mistakes when speaking. This research is on students' difficulties in speaking English at the tenth grade of SMA N 8 Jambi City. The aim of this study is to describe the contributing factors of students' difficulties in speaking English at the tenth grade of SMA N 8 Jambi City. In this study, the researcher used the descriptive qualitative method. The researcher collected the data by questionnaire and interview. The data was analyzed by reducing the data, displaying the data, and drawing or verifying conclusions. The result of this study is that students' difficulties in speaking English are influenced by two factors, namely linguistic factors and psychological factors. Linguistic factors consist of a lack of vocabulary, a lack of pronunciation, and a lack of grammar, while psychological factors are a lack of confidence, shyness, and fear of making mistakes.
Keywords*: Speaking, Analysis, Students't difficulties*

INTRODUCTION

In learning English, four basic skills need to mastered; listening, speaking, reading and writing. Students should be able to use the skills, whether oral or written. Speaking is one of the most challenging skills. According to Cameroon (2001:40), speaking is an active use of language, but within the mental movement it includes the demands that they make on learners of dialects in terms of finding and sharing meaning. Speaking with great choice isn't simple for Indonesian students. They do not speak English can be caused by the social condition of students who are accustomed to using their local languages, so that a foreign language is difficult to accept and communicate in. "Speaking the foreign language in order to share understandings with other people requires consideration to express details of the language," writes Harmer (2001). A speaker has to discover the most appropriate word and the proper linguistic use to communicate meaning precisely and has to organize the talk so that an audience will get

it. In conclusion, their ability to have good speaking is very difficult because of some problem that they face. The researcher aims to study the difficulties faced by students learning English.

In Indonesia's educational context, speaking is additionally emphasized in learning. It has become one of the students' weekly exercises. Most students face tension when speaking English for verbal communication purposes (Haidara, 2016). They face difficulties when speaking English, such as when creating words and seeming unable to think of anything to say. English is decidedly the main foreign language, which is given more significance than any other language that is instructed in Indonesian (Haidara 2016).

Based on statement above, in Indonesia, the educational system places significant emphasis on learning English, particularly focusing on developing students' speaking skills through regular weekly activities. Despite this emphasis, many

students experience anxiety and tension when speaking English, which can be attributed to fear of making mistakes, difficulty in finding the right words, and challenges in thinking quickly in the language. These difficulties can impede their fluency and confidence, leading to hesitations and a lack of conversational smoothness. English is prioritized over other foreign languages in Indonesian schools due to its global importance for communication, business, and education. Thus, while the educational push for English proficiency is strong, students often struggle with the practical aspects of verbal communication due to both emotional barriers and language skill limitations.

Students' difficulties in speaking skill at tenth grades of SMA N 8 Jambi City that the main problems they face in learning speaking skills are a lack of vocabulary, the need for articulation, the need to speak without hesitation, and anxiety of making mistakes when speaking. In addition, students feel embarrassed to speak English and express the right assumptions and concepts because they are afraid of making mistakes in pronouncing the words. In addition, students face various components that affect their speaking ability, as shown by several students. Tuan and Mai (2015) discovered, for example, that poor student performance in speaking was influenced by a number of factors, including a lack of student inspiration, the use of the mother tongue in the learning process, the need for vocabulary, and interest during instructing exercises. Hamad (2013) explained that there were a few negative components that influenced students' speaking skills. They were in line: the use of mother tongue in education influences students' proficiency, students are perplexed to utilize English before opening, less the use of English discussion exercises.

REVIEW OF RELATED LITERATURE
Definition of Speaking

Speaking is one of the four essential abilities that understudies must master. It has an imperative role in communication. According to Efrizal (2012) and Pourhosein Gilakjani (2016), speaking is of incredible centrality for individual interaction, where people talk all over and each day. According to Zuhriyah (2017), speaking is the way people express ideas or communicate with other people orally. Speaking is a speech or utterance produced by the speaker with the aim of being recognized, and then the listener processes the speech to find out what the speaker means, Gert and Hans in Efrizal (2012).

According to Florez (1999, cited in Indira 2016), speaking is not only a process activity of receiving information and creating meaning by analyzing speech but also a complex situation because it is related to both the situation and the condition of speaking. Speaking should be practiced in daily activities, so it is an active skill (Nunan 2003, cited in March 2012). It says that English sentence structure should be considered in order to understand the conversation.

Speaking requires severe steps of interaction. Speaking involves many skills. These skills include listening, vocabulary, grammar, and pronunciation. Barras (2006:9) says that speaking requires an action to get information between the speaker and listener. Speaking skills have several components. They are pronunciation, grammatical discourse, vocabulary knowledge, and oral fluency. The lecturer believes that pronunciation is one of the students' speaking skills. If students can speak like native speakers, they can speak well. In EFL, we need to learn to speak English more because very few students actually speak it. It also includes how students apply English in situations and conditions so that listeners can more easily understand what the speakers are thinking. (Gilbert 2008).

When someone speaks to others, they should think about using grammar.

Grammar-based speech consists of terms and the context of sentences so that the speaker can convey information to the listener. Grammar consists of rules that can perfectly construct sentences in spoken language (Purpura, 2004). In addition, grammar is used to guide students in forming sentences. Harmer (2001) says students should have a large vocabulary list for speaking because, without a large vocabulary list, the speaker will not be able to use interactive communication. In short, it can be said that the power to master words or the knowledge of words is the key to success in speaking (Hibbert & Kamil 2005).

The Purpose of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool for communicating or sharing ideas about what the speaker is saying with their society. That's why speaking is very important. Tarigan (2008: 30-36) stated:

a) To inform
It means that the speaker wants to inform and share ideas, information, feelings, opinions, and knowledge. In this case, the speaker just wants to inform you about a fact. Information owned by the teacher will be communicated to students. Finally, it can be concluded that the purpose of this goal is to provide knowledge and information for a specific purpose.
b) To provide entertainment
It means that the speaker wants to make the listener feel happier with the materials, which are selected primarily based on their entertainment value. For this purpose, storytelling is an appropriate medium. For example, when the teacher tells the story to the students, like in a narrative text, speaking will be more interesting to the listeners.
c) To persuade

It means that the speaker tries to confirm that the hearer is doing something in a certain activity. Usually, this condition can be applied in the teaching and learning process. Teachers must provide good service to students by providing examples of how to convey the material. Teachers also have to set a time limit. For example, when the teacher wants to get students' scores from the oral test, the teacher may ask limited questions and students must answer them as soon as possible. Students who want to answer questions have to raise their hands. It is used to persuade students to go first.
d) To discuss
It means that the speaker wants to discuss something because the purpose of speaking is to make decisions and plans. Deliberate speech is used to make some decisions and plans. Discussions are carried out carefully because students must ask for advice and learn the facts. The method used is simple and direct. By doing this activity, students learn the elements of speech: clarification, order, evidence, argument, and thinking straight.

METHODOLOGY

In this research, the researcher used descriptive qualitative method. The population is part of the research. According to Creswell, a population is a group of individuals who have something in common (Creswell, 2011). The population in this research is the science tenth grade students of SMA N 8 Jambi city academic year of 2023/2024. There are classes at the tenth grade which consist of for each classes. In this research, the researcher used a lottery method. Using the lottery method is one of the oldest ways and is mechanical example of random sampling. In this method, the researcher gives each member of population a number. Researcher draws numbers from the box randomly to choose

1 classes for sample. After that, the researcher got the X.E 4 class of tenth grade of SMA N 8 Jambi city for the sample of the research. This research has several steps that will conduct with the intention of gaining data from the beginning until the end of the teaching and learning process. Consequently, in this research, the researcher use questionnaires and interviews to get the data for this research. To analyze the datain this research, the researcher use descriptive and qualitative analysis. According to Moleong (2017:280), data analysis is the process of organizing and sorting data into patterns, categories, and the basic outline of the unit, so the researcher can find the data. Analysis can be defined as consisting of three current flows of activity: data reduction, data display, and conclusion drawing/verification. In this research, the researcher uses Miles and Huberman theory in analyzing data.

FINDING AND DISCUSSSIONS

The researcher gives the questionnaire to all the students in XE. 4 class, which consist of 34 students. The questionnaire consists of 15 questions that aimed to get an understanding of students' difficulties in speaking English and the questions are about the factors contributing to the students' difficulties in speaking English. Another technique of collecting data used by the researcher was interviewing to got the information needed for this research. The research was interviewed the English teacher in XE. 4 of SMA N 8 Jambi City.

Students' Difficulties in Speaking English
Questionnaire

a. Linguistic problems

Linguistic problems in speaking English refer to challenges that students face in effectively using the English language in oral communication. These problems can stem from various sources, including phonological (pronunciation), syntactic (grammar), and lexical (vocabulary) difficulties. (Sugiyono,2019).

1) Lack of Pronunciation

   Lack of pronunciation is often found by the students. The students cannot pronounce English very well. It is because the students do not know how to pronounce words.

2) Lack of vocabulary.

   Students still lack of vocabulary which causes students to have limitations in Speaking English.

3) Lack of Grammar

   Students have difficulties in speaking English because lack of grammar. Students find it difficult to arrange the words or sentences with the correct grammar when speaking English.

Table 1. Data result of questionnaire in linguistic problems

Aspect	Question	Response	Number of Students	Percentage
Lack of Pronunciation	5. You find it difficult to speak English	Agree	18	**52,94%**
		Very agree	8	**23,53%**
		Disagree	7	**20,59%**
		Very disagree	1	**2,94%**
Lack of Vocabulary	13. You only have a limited vocabulary, which restricts your ability to speak English.	Agree	23	67,65%
		Very agree	4	11,76%
		Disagree	7	20,59%
		Very disagree	0	0,00%
Lack of Grammar	14. You don't master grammar, which limits your ability to speak English.	Agree	22	64,71%
		Very agree	4	11,76%
		Disagree	8	23,53%
		Very disagree	0	0,00%

b. Psychological problems

Psychological problems in speaking English refer to mental or emotional challenges that impede a students' ability to communicate effectively in English. These issues can include anxiety, low self-confidence, fear of making mistakes, anxiety and s shyness related to performance or evaluation.

1) Lack of confidence and fear of making mistake

Students' fear of making mistakes when speaking English is a common issue and can significantly hinder their progress.

2) Anxiety and Shyness

Students' anxiety and shyness when speaking English often stem from a complex interplay of fear and self-doubt.

Table 2. Data result of questionnaire in psychological problems

Aspect	Question	Response	Number of Students	Percentage
Fear of Making mistakes	10. You are afraid of making mistakes when speaking English.	Agree	20	58,82%
		Very agree	9	26,47%
		Disagree	4	11,76%
		Very disagree	1	2,94%
Lack of confidence	11. You feel confident when speaking English.	Agree	10	29,41%
		Very agree	3	8,82%
		Disagree	18	52,94%
		Very disagree	3	8,82%
Anxiety	4. You feel afraid when the teacher asks you to speak English.	Agree	16	47,06%
		Very Agree	8	23,53%
		Disagree	7	20,59%
		Very disagree	3	8,82%
Shyness	15. You feel embarrassed speaking English in front of your friends and teachers.	Agree	17	50,00%
		Very Agree	9	26,47%
		Disagree	8	23,53%
		Very disagree	0	0,00%

Key Observations:
- **Pronunciation Issues:** 76.47% of students report difficulties with pronunciation, which is a significant challenge.
- **Vocabulary Limitations:** 79.41% of students feel their limited vocabulary hampers their ability to speak effectively.
- **Grammar Challenges:** 76.47% of students find grammatical issues a major barrier to speaking English correctly.
- **Fear of Mistakes:** 85.29% of students are concerned about making mistakes, which impacts their confidence and willingness to speak.
- **Confidence Levels:** Only 29.41% of students feel confident when speaking English, indicating a significant lack of self-assurance.
- **Anxiety and Shyness:** 70.58% of students experience anxiety when asked to speak in class, and 76.47% feel shy, particularly in front of peers and teachers.

Discussions

Based on the research findings, the research will discuss the students' difficulties speaking English. The students in class XE.4 feel difficulties when they speak English. Students' difficulties in speaking English often stem from both linguistic and psychological challenges, creating a complex barrier to effective communication. Linguistically, students may struggle with a range of issues, including limited vocabulary, unfamiliar grammar structures, and pronunciation difficulties. These issues can make it hard for them to express themselves clearly and confidently, leading to frustration and avoidance of speaking opportunities. Psychologically, anxiety and lack of confidence play a significant role. Many students fear making mistakes or being judged by peers and teachers, which can lead to a heightened sense of self-consciousness and reluctance to participate in speaking activities. This fear is often compounded by past negative experiences or high self-expectations, creating a cycle of hesitation and avoidance. Addressing these challenges

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requires a multifaceted approach that includes targeted linguistic support, such as vocabulary-building and pronunciation practice, as well as creating a supportive and encouraging environment to alleviate psychological barriers. By tackling both linguistic and psychological issues, educators can help students overcome their difficulties and build greater confidence in their English-speaking abilities.

The rearcher found the students' difficulties, such as linguistic problems and psychological problems.

1. Linguistic Problems

Linguistic problems are those that make the students' speaking abilities poor.In general, linguistics comprises the details of vocabulary, grammar, and pronunciation (Spolsky & Hult, 2008). But in this research, the researcher only found two difficulties that students experienced.

a.   Lack of Pronunciation

Speaking is not easier for Indonesian students because of English as a foreign language. Based on Gilakjani (2012), pronunciation must be given more attention when learning to speak. It is because pronunciation is very important in speaking English and must be taught in learning English. Almost all of the students still have difficulties speaking English. Students did not have enough vocabulary, had poor pronunciation, were afraid of making mistakes, and did not want to speak English (Widyasworo, 2019). If they have bad pronunciation, it makes other people not understand what they are trying to say. Despite the fact that it caused some people tomisunderstand the meaning.

b.   Lack of vocabulary

Some of the English students find it difficult when dealing with vocabulary. They find it difficult to figure out how to fit the vocabulary so that the other person will understand and connect with what is being said.

2. Psychological Problems

The major issue that most students face is psychological problems. It is because psychological factors can influence students' ability to communicate effectively. Therefore, not only from linguistic difficulties that the students have, butalso from psychological difficulties such as a lack of confidence, shyness, and fear of making mistakes. Based on an interview and a questionnaire, the researcher found three problems that students have.

a. Lack of confidence and shyness

Self-confidence may be the most critical thing in speaking English (Fatmawati, 2020). Confidence and shyness are the same thing, because when the students feel shy about speaking English, it means their fear of making mistakes. When students make a mistake when speaking English in front of their class or their friends, they will feel shy about speaking English.

b. Fear of making a mistake

The students admit that they feel afraid to make mistakes when speaking English. They are afraid that their pronunciation and grammar are wrong. Students also fear arranging words when speaking English because of unfamiliar vocabulary and the fear of making grammar mistakes. Besides that, they will also be embarrassed if they make mistakes when speaking English.

CONCLUSIONS

1. Based on the data analysis from the questionnaires, the researcher found that the difficulties that students faced included linguistic problems and psychological problems such as a lack of pronunciation, a lack of vocabulary, lack of confidence, shyness and fear of making mistakes.

2. Based on the data analysis from the interview, the research highlights several critical challenges students face in speaking English, including difficulties with pronunciation, vocabulary, grammar, and psychological factors. Pronunciation issues, such as misarticulating words, lead to misunderstandings and hinder effective communication. A significant portion of students also struggles with a limited vocabulary, which impairs their ability to construct coherent sentences. Grammar deficiencies further complicate their efforts to form grammatically correct sentences, affecting overall fluency. Additionally, psychological barriers such as a lack of confidence, fear of making mistakes, and shyness exacerbate these difficulties, leading to increased anxiety and reluctance to participate in English conversations. These combined factors reveal that while the educational system emphasizes English speaking skills, students' progress is often impeded by both practical language challenges and emotional obstacles.

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