

## **An Analysis of Some Causal Factor Difficulties in Speaking English Ability at the Member Destorel English Club of Senior High School 8 Kota Jambi**

Sebrina Hendri Zahir, Suyadi, Kartika Dewi

English Education Study Program, Faculty of Teacher Training and Education,  
Batanghari University

### **ABSTRACT**

This study aims to determine analyze some students' ability about learning English in Destorel English Club of senior high school 8 in the city of Jambi. This research is a mix method research. The data collection technique was obtained through interview and recorded. The results showed that according to students learning English is very easy to understand if students want to learn to understand it, the interest of students of senior high school 8 Jambi city in receiving learning is also supported by learning support facilities such as books, English dictionaries, and other online English dictionary sites. In addition, the assignment given by the teacher also raises student ability. Based on the research results, it can be concluded that according to students speaking ability in speaking English is very easy. Students' difficulties in receiving learning is also supported by supporting facilities for learning English such as books and dictionaries. Teachers always use two languages to interact with their students in learning English, namely by mixing Indonesian. Students always actively ask teachers and friends about learning English that students do not know, and students do not apply English in their daily life due to lack of vocabulary and lack confidence in interacting with other people in using English.

**Keywords:** *Speaking, Difficulties, Senior High School*

### **INTRODUCTION**

One of the most important skills for English language learners to develop is speaking. Speaking is one of the most essential abilities for English language learners to improve since it is the capacity to engage with others and encompasses a wide variety of skills (Tinjaca & Contreras, 2008). (Hadfield & Hadfield, 2012). Harmer (2007) also expresses his viewpoint on speaking, stating that successful spoken communication requires not only language characteristics understanding, but also the capacity to process information. Because of the requirement for both linguistic characteristics and social processing, not all students are able to practice the language verbally, despite the fact that speaking is one of the essential parts of communication, according to Richard and Renandya (2002:210). (2019, Tasmia)

The most common difficulty encountered by English learners is difficulty

speaking the language. (Zhang, 2009) suggested that speaking is still the most difficult skill for most English learners to grasp, and that they are still unable to communicate verbally in English. The following are some of the elements that make it difficult to speak English: Inhibition. Students are afraid of making mistakes, are afraid of criticism, or are simply timid; in general, students have no reason to express themselves. Participation is poor or unequal.

The challenge is describing the "likeness" of difficulty. Things like seeing the color blue, tasting food, and feeling hungry or sick come to mind. Interview was the term used by interview to describe this process. This is not anything we can point at or touch in our hands like other things in this world. We have not been able to compute a lot of things. We still haven't figured out how to measure it accurately.

Speaking is the most challenging

skill for English language learners, and none of the English Club pupils have it. Fluent in English in Senior High School 8 Jambi, but struggles in English speaking lessons, particularly in English speaking. The English Club was chosen by the researcher. Destorel English Club at Senior High School 8 Jambi, the English extracurricular is highly essential, because English is very important at this school. While other schools limit the time allocated to learning English, the teachers at this school highlight the importance of having solid English skills, especially in speaking. They recognize that speaking is required when students participate in competitions, particularly when promoting students' English Club activities.

Students seldom identify speaking analogues in speaking issues. The issue arises most frequently in the speaking activity, when the speaker is unable to locate an equivalent in the source language for the target language. Students at Destorel English Club Senior High School 8 Jambi, for example, faced several common problems in speaking English, including a lack of student vocabulary, a lack of understanding of the grammar or structures used in English texts, students' low understanding of pronunciation, students' difficulty generating ideas in speaking, and their inability to arrange words in a coherent manner.

Aside from that, the pupils are unable to discover terms in the source language that correspond to the target language, particularly in speaking. Students are also perplexed about how to translate news item content from English to Indonesia in such a way that it has a decent pronunciation and is easily understood by audiences. Students at Destorel English Club Senior High School 8 Jambi should be able to grasp and relate news that they have read, as well as locate explicit and implicit information in a narrative text.

Considering that imitating news item text should be applied as a learning medium now and see there are still obstacles in the using of news item text in the process learning in improving students' ability to

speaking in English and reveal the difficulties. Considering that imitation news item text should be used as a learning medium currently, and seeing that there are still barriers to using news item text in the learning process in enhancing students' ability to speak English and revealing the challenges. In addition, additional language difficulties such as a lack of vocabulary, a lack of grasp of grammatical patterns, and improper pronunciation have become sources of frustration and incapacity to communicate in English class.

## **REVIEW OF RELATED LITERATURE**

### **Definition of Speaking**

Speaking is the process of conveying meaning to another person via producing, receiving, and processing facts or information (Burns & Joyce, 1997). Meanwhile, according to Scott Thornburry (2005:1), speaking is a natural aspect of our daily lives that we take for granted. Speaking is considered a skill to practice and develop in language teaching and learning. Speaking is a complicated talent that should be taught everywhere, according to Celce-Murcia (2001), and it is a skill that learners acquire best in groups. We can all agree that speaking is the most crucial skill in learning a language based on the ideas above.

Speaking is one of the most essential abilities for English language learners to improve since it is the capacity to engage with others and encompasses a wide variety of skills (Tinjaca & Contreras, 2008). (Hadfield & Hadfield, 2012). Harmer (2007) also expresses his viewpoint on speaking, stating that successful spoken communication requires not only language characteristics understanding, but also the capacity to process information. Because of the requirement for both linguistic characteristics and social processing, not all students are able to practice the language verbally, despite the fact that speaking is one of the essential parts of communication, according to Richard and Renandya (2002:210). (2019, Tasmia)

### Measurement of Speaking Skill

Their speaking ability was adopted by Arthur Hughes (2007) in collaboration with FSI (Foreign Service Institute) to see how students' speaking skills improved after being treated with some problem sticks. Measured by Speech Measurement. There are 5 components with a rating range of 16 and the weighting points vary from the lowest to the highest. Speech measurements include several elements extracted from student abilities, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

### Teaching Speaking

Teaching, according to Schlechty (2004), is the skill of exposing understudies to behave in ways that are expected to lead to learning, as well as an attempt to begin understudies to act in ways that are expected to lead to learning. By calling teaching a "art," Schlechty meant that teachers must create environments that encourage learning and then persuade students to have a powerful curiosity about what they are learning. Furthermore, according to Melby (1994), teaching is more than just assigning subjects or courses; it is also an art that allows students to engage completely in the learning process - the instructor embraces each student and has a positive attitude toward individual variations

Meanwhile Smith (2004) believes that teaching is the process of carrying out activities. Facts have proved that experience can effectively make students learn. Smith then said that teaching is the result of learning - learning is the teacher's responsibility, and if the student does not learn, it is the teacher's fault at all. He added a sentence in his statement, pointing out that teaching is engaged in certain moral tasks or activities, the purpose of which is to induce learning. From those definitions above, we can see that students get the chance in learning speaking by teachers who give them more opportunity to learn properly in that subject.

### RESEARCH METHODOLOGY

This research chose mixed method as a research design. According to Creswell & Plano Clark (2007); Johnson, Onwuegbuzie, and Turner (2007), mix method research in this study utilized a mixed technique approach. Mixed methods research incorporates philosophical assumptions as well as research methodologies. The direction of data collection and analysis, as well as quantitative and qualitative data in a single or series of research, are all part of methodology. It entails a set of philosophical assumptions that result in mingling. Its primary assumption is to combine quantitative and qualitative techniques rather than relying solely on one or the other. to have a deeper understanding of the issue (Creswell & Plano Clark, 2007; ); Johnson, Onwuegbuzie, and Turner, 2007).

The subject of the research was be the students at tenth grade of Senior High School 8 Jambi City in academic year 2021/2022. The total of the students at Destorel English Club which consist of 13 students. The sample of the research is students form Destorel English Club. This research determines the sample by using purposive sampling. This research used the interview as research instruments to collect the data. This research gives the test to know error ability in using a speaking skill in reading narrative text. The test is narrative text speaking test.

According to Ary et al (2010, p.481) the most compound and puzzling phase of qualitative research is data analysis. This research analyzed the collected data by giving test. This research applies the theory of Rod Ellis (1974:51) analyzing the data. The steps of analysis are as follows: 1) Collection of sample, 2) Reading. 3) Identification of errors, 4) Explanation of errors. 5) Evaluation of errors.

To get qualitative result, the data would calculate and draw up in the table as follow:

$$\text{Score} = \frac{\text{correct answer(s)} \times 100}{\text{number of test/questions}}$$

After that, this research uses the formula for counting the student percentage as follow :

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

P: Percentage

F: The total number of subjects made mistake

N: The total number of the subjects

## **FINDINGS AND DISCUSSIONS**

This research delves into the details of the data acquired from the speaking exam done on Destorel English Club Senior High School 8 Jambi`s class. The purpose of the exam was to measure the participants` ability to speak English in a context similar to how English students speak the language.

The finding also includes the level of all participants in speaking English which is accumulated by each aspect getting summed up then the result will be divided by 30 which is the maximum score and then getting multiplied by 100%. For example, if a student scores 4 points on each side, the student's total score will be 24, divided by 30 and multiplied by 100%. That means 80% has reached the highest level in the speaking test. Shows that they are good at using English as a spoken language.

In addition, it can be seen that there are some difficulties which the students of the Destorel English Club Senior High School 8 Jambi are facing when it comes to speaking English. Some students still have difficulty in grammar when determining which tenses to use for certain situations that make them feel nervous when conveying their ideas. Even the basic structure of present tense is still too confusing for them to be understood, which makes them sometimes describe it by using the past tense or use the present future to tell about what is still happening, etc. In addition, some students find it difficult to decide which to be to use when expressing their ideas.

Some of them are experiencing difficulties in pronunciation aspect are making some mispronunciation of words. For instance, a participant has wrongly pronounced the word "our" as "hour" besides, another participant has mistakenly

pronounced the word "because". In addition, the effect of an individual's accents also affects how the words get pronounced. Many students are unable to pronounce the word "think" perfectly. Other participants were also experiencing problems because some of them pronounced the words in very Indonesian style. Sometimes it can be understood, sometimes it can be a problem.

Next, some students are having difficulties in fluency as well. This is closely related to the poor vocabulary mastery which causes a long slang to find the right words to say afterward. Some participants only need a few seconds to be able to continue the sentence, some needed a few minutes with lots of "mmmm".

When it comes to comprehension aspect, some participants have good understanding. They can answer to the researcher question without having to ask for the repetition and also they are capable to give the exact respond as what researcher expected. Meanwhile the last aspect in the speaking ability criteria is the task aspect, which almost of the participants got 3 points because they have the ability in participating in most formal or informal situation by using their English, meanwhile only one person who is able to communicate in new environment with her English even though she is rarely taken as a native speaker.

Furthermore, some students appeared to restrain themselves by speaking more and just briefly responding to the researcher's questions instead. This should be taken into consideration further so that students can enhance their courage and confidence as well for their speaking skills.

## **CONCLUSIONS**

Based at the facts provided withinside the preceding chapter, the researcher would love to finish the end result of all college students' problems from talking check as follows: Only 6 pupil who nearly were given the best rating this means that she did now no longer discover any trouble in talking, four college students have trouble in grammar, four college students have trouble in pronunciation, 1 pupil unearths little trouble in vocabulary, 2 college students discover

little trouble in fluency, and no person has problems both in comprehension and undertaking factor primarily based totally at the criteria.

## REFERENCES

- Algeo, J., & Butcher, C.A. (2014). The origins and development of the English language (7th edition). Wadsworth.
- Alonso, R. (2018). Speaking in a Second Language. Amsterdam: John Benjamins Publishing Company, (chapter 5).
- Arianty, Melisa, (2021). An analysis of students' ability in translating Indonesian narrative text into English At IPS Eleven Grade of SMA Negeri 8 Kota Jambi. Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, Jambi: University of Batanghari Jambi.
- Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. San Francisco State University.
- Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. San Francisco State University.
- Brown, H. D. (2007). Principles of Language Learning and Teaching. 5th Ed. New York: Pearson Longman.
- Burns, A., & Joyce, H. (1997). Focus on Speaking. Sydney: National Center for English Language Teaching and Research.
- Celce-Murcia, M. (2001). Teaching English as a Second or Foreign Language (3rd Ed). USA: Heinle & Heinle.
- Chairunnisa, Istia Putri. (2021). An analysis of speaking difficulties faced by 8th semester students of class A2 in English Education Department at Batanghari University. Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, Jambi: University of Batanghari Jambi.
- Creswell, J., & Plano Clark, V. (2007). Designing and Conducting Mixed Methods Research. Thousand Oaks, CA: Sage.
- Dornyei, Z. (2007). Research methods in applied linguistics. New York: Oxford University Press.
- Eastwood, J. (2002). Oxford guided to English Grammar. New York: Oxford University Press.
- Field, A. P. (2005). Discovering Statistics Using SPSS, Sage Publications Inc.
- Gay, L. R. (1981). Educational Research: Competencies for Analysis and Application. London: Prentice-Hall International (UK) Ltd.
- Gay, L. R. (1981). Educational Research: Competencies for Analysis and Application. London: Prentice-Hall International (UK) Ltd.
- Ghauri, P. & Grounag, K. (2005). Research Methods in Business Studies, Harlow, FT/Prentice Hall.
- Hadfield, J. & Hadfield, C. (2012). Introducing to teaching English. Oxford: Oxford University Press.
- Harmer, J. (2007). How to teach writing. Essex: Pearson Longman.
- Harmer, J. (2001). The Practice of English Language Teaching. London: Longman Group Ltd.
- Harris, D. (1974). Testing English as a Second Language. New York: Mc. Graw. Hill Book Company.
- Hartman, R. R. K. & Stork, F. C. (1976). Dictionary of Language and Linguistics.
- Heriansyah, H. (2012) Speaking Problems Faced by the English Department Students of Syiah Kuala University. *Lingua Didaktika*, 6 (1).
- Hornby, A. S. (1995) Oxford Advanced Learners 's Dictionary. London: Oxford University. London: Applied Science Publishers, Ltd.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a Definition of Mixed Methods

- Research. *Journal of Mixed Methods Research*, 1(2), 112-133. Retrieved from the SAGE encyclopedia of qualitative research methods.
- Liansari, Riska. (2021). Students' perception of studying english at the twelveth grade at Senior High School 8 Jambi City. Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, Jambi: University Of Batanghari Jambi.
- Littlewood, W. (1998). *Communicative Language Teaching*. United Kingdom:
- Melby, C. S (1994). *Ghana Primary School development*. Accra: Ghana Publishing House.
- Mulatsih, D. (2015). Pronunciation ability by using English song in Indonesian students of Unswagati Cirebon. *Journal Of English Language And Learning*, 2, 2. ISSN: 2354-7340
- Natasa, Ade Eva. (2017). The analysis of demotivating factors of tenth grade social science students in learning English Language and Literature at SMA N 10 Kota Jambi. Thesis. English Study Program. Teacher Training
- Paulston, C. B., & Burder, M. N. (1976). *Teaching English as a second language. Technique and procedures*. Cambridge: Winthrop Publishers, Inc.
- Penny, Ur. 2009. *A course in Language Teaching: Practice and Theory*. and Education Faculty, Jambi: Jambi University.
- Renandya, W. A., & Richards, J. C. (2002). *Methodology in Language Teaching*.
- Renandya, W. A., & Richards, J. C. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.
- Richard & Renandya. (2002). *Methodology In Language Teaching An Anthology of Current Practice*. Cambridge: University Press. p.210.
- Richards, 2008. *Teaching Listening and Speaking from Theory to Practise*. New York: Cambridge University Press.
- Richards, 2008. *Teaching Listening and Speaking from Theory to Practise*. New York: Cambridge University Press.
- Richards, J. C., & Richard, S. (2002). *Longman dictionary of language teaching and applied linguistics*. 3rd edition. UK: Pearson Education Limited.
- Separa, L., Generales, L., & Medina, R. (2020). Situational Speaking Difficulties of English as Second Language Learners in the Philippines. *Journal of Southeast Asian Studies*. 25.(1), 144-167. Doi: 10.22452/jati.vol25no1.8.
- Tarigan, H.G. 1990. *Membaca sebagai suatu keterampilan berbahasa*. Bandung : Angkasa. P.7
- Tasmia. (2019). Students' problems in speaking english at eight grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi. Thesis. English Education Study Program, Jambi: UIN Sutha Jambi.
- Tinjaca, R.A.B. & Contreras, R.A. (2008) *Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers*. PROFILE, 9(1), 23-46.
- Zhang, Y. (2009). *Reading to Speak: Integrating Oral Communication Skills*. *English Teaching. Forum*, 47, 32-34.