

HIGH SCHOOL STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING SKILLS OF NAMLEA, BURU ISLAND

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ABSTRACT

The goal of this study was to explore the speaking challenges faced by high school students and to investigate the causes of such difficulties at Namlea, Buru Island. The researcher implemented a descriptive qualitative method to describe the speaking difficulties found by high school students at Namlea, Buru Island. The researcher designed an interview to find the data and observed the students speaking. The interview was conducted for each student in some schools to investigate speaking difficulties and their causes. The results reveal that there were some difficulties faced by students in speaking due to various reasons such as; some students have inadequate English vocabulary, spelling & pronunciation, problem. Students lack grammatical understanding. This research also indicated several factors that cause the students' difficulties, such as; Students' paradigm, motivation, the lack of language environment support, few chances to practice speaking in the learning process.

Keywords, Speaking, Foreign language, difficulties, Causes

INTRODUCTION

Learning a foreign language has always been challenging. It requires internal and external encouragement. (Brown, 2016). In many countries, English is the most frequently spoken foreign language used by various countries in establishing international communication both for the sake of education, business, medicine, banking, tourism, diplomacy, and various other sectors. Among the four language skills, speaking is one of the abilities that students must master in order to communicate effectively with others, particularly foreigners or native speakers, (Wang, 2014). Speaking skills are the main benchmark in measuring success in learning a language. English inextricably linked to a country's development and progress. (Coleman, 2010) describes that the relationship between development and individual employability can be magnified by learning English, which allows for worldwide engagement and cooperation as well as access to research and information. However, for some students, learning a foreign language, particularly

English, is not that simple for some learners, many students still find difficulties. Several findings have revealed the problem and factors faced by students in learning English. (Agung, 2019), This study looked on the issues of teaching English in underdeveloped areas; He reported that challenges faced by students are that they have low language understanding proficiency, insufficient resources, and a communication gap between teachers and students, Students lack of interest and engagement in learning, as well as social-environmental support. Similar findings from hen & Goh, 2011), they found that only learners experienced difficulties, but results also indicated that teachers faced challenges in building student motivation, experienced lack ideas in designing and implementing successful oral activities. The other challenges faced by teachers were that they experienced lack of strategies to manage the student demands, low student independence (inactive participation), less conducive environment, large class sizes, inadequate teaching resources limited, and insufficient teaching time.

Another finding by (Hadijah, 2014), she stated that Students have limited knowledge of pronunciation, grammar, vocabulary, and fluency. They are also shy to speak, lack of self-assurance, lack of speaking experience, This phenomena are generally found from students who are learning a foreign language, in addition, the difficulties faced in learning English are: because learning is too theoretical, less student-centered, Solak & Bayar, 2015).

Buru Island is an area in the eastern part of Indonesia, famous for its highest quality eucalyptus oil, beautiful lakes, beaches and unique cultural diversity. Beautiful beaches and lakes that are not inferior to other tourist attractions, which can be introduced internationally. Since 2018, Buru Regency has been declared out of the 3T area (Front, Outermost, and Disadvantaged) However, in terms of human resources, especially in terms of the ability to communicate in English, it is left behind.

The phenomenon that is quite concerning for students in several schools located on Buru Island is the most of the students already have the ability to understand English conversation and understand vocabulary for daily use, but they are unable to use them properly. This problem can also occur among the graduates

of well-known schools on the island of Buru. Therefore, this research was designed to comprehend more about the problems experienced by high school students of Buru in coping with Speaking Skill, Identifying factors that cause difficulties. By understanding the condition of the individual and the student environment on the Buru Island, the stakeholders of Educational institutions and teachers can work together in designing learning materials and strategies based on the conditions of students and their environment.

RESEARCH QUESTIONS

1. What kind of difficulties do the students face in speaking English?
2. What causes the students find difficulties in Speaking English?

MATERIALS

1. Urgency of English Speaking Skills

One of the goals of language learning is one's ability to be able to convey our thought orally. Compared to other skills such as writing and reading, speaking is the most important. Speaking is a tool for active communication, which is a core of language to measure the success of one's language learning. It is a piece of vital equipment for a person to make communication easily (Ihsan, 2018; Nazara, 2011; Shteiwi & Hamuda, 2016) .Efrizal, D. (2012) Added that speaking is a way of communicating ideas and messages verbally. Humans learn to communicate orally before they learn to read and write. Humans, after all, spend more time communicating orally with language than they writing the language.

Speaking skill is vital, but learners need more efforts to master it since the speaker must be knowledgeable in many areas, including pronunciation, grammar, vocabulary, fluency, and comprehension.. Learning English needs to be gradually necessary and developed (Ihsan, 2018). Students experience a variety of difficulties, including a lack of vocabulary, a fear of making a mistake and being embarrassed, nervousness, a lack of confidence, and motivation.

2. English Speaking Components

To be able to speak English well, one needs to be equipped with several required components in English, (Brown & Abeywickrama, 2010) revealed that in speaking skills required components of Vocabulary, Pronunciation, Grammar, Fluency, Comprehension

Vocabulary

Vocabulary is often a word that is more familiar than a stock of words or a group of words that are already known in a person's language

Pronunciation

Pronunciation means how we pronounce words and can be understood

Grammar

Grammar is also urgent because it is not only about language rules but grammar is to avoid misinterpretation

Fluency

Fluency in a language means speaking easily, fairly quickly without much pause and it is understandable

3. Factors Affecting Language Learning

There are several factors that influence a person in learning a language. (Lightbown & Spada, 2013) mentions several factors that influence language learning:

Intelligence

Largely, intelligence has been used to describe how well people perform on certain sorts of tests. These assessments are frequently linked to academic success and the relationship between intelligence and learning..

Aptitude

Special abilities that enable a person to achieve success in language learning.

Learning Style

Learning style is to describe a person's natural ways, habits, and preferences in absorbing, processing, and retaining information and skills (auditory, visual and kinesthetic)

Personality

Personality traits have been ruled out as potential influences on language acquisition.

Intrinsic Motivation

positive attitude or learner motivation has a big influence on success in language learning (Ahmed, 2015)

External Motivation

People around students such as teachers, friends, and parents also affect attitudes and motivation in language learning.

Culture and Status

Cultural and social factors also play a role in language learning

Age

The age of students can also affect on language learning..

4. Learning Difficulties

Learning issues are a condition that causes a person to experience difficulties in the context of learning. It can obstruct the development of literacy skills as well as memory, focus, and organizational skills. with learning difficulties , a child or adult may require extra time and effort to complete schoolwork. (Abdurrahman, 2012) explains that learning difficulties are classified into:

a. Learning Disorder

Learning difficulties caused by conflicting responses in a person. Thus, the learning outcomes achieved are lower than their potential

b. Learning Dysfunction

This occurs in a child who does not show any mental sub-normality or other psychological disorders but the learning process is not functioning properly.

c. Slow Learner

A person who is slow to receive or grasp lessons so it takes longer to achieve the required results

METHOD

The type of research used by the researchers is descriptive qualitative. Research methods qualitative is a research method used to examine the condition of natural objects where the researcher is the main instrument, (Sugiyono, 2015).

Research location and Subjects

This research was held at SMK Negeri 7 Buru, SMA Negeri 2 Buru and Madrasah Aliyah Al-Hilal Namlea, Buru Regency, Maluku Province. The research subjects were chosen purposively, they are students of Class 11 Multimedia (1) SMK Negeri 7 Buru, Class 11 Social Studies 3 SMA Negeri 2 Buru and Class 11 Social Studies 2 Madrasah Aliyah Alhilal Namlea students, Buru Regency. The focus of this research are the difficulties of students in English, especially in speaking skills and to find out the causes of difficulties faced.

RESEARCH INSTRUMENTS

In order to collect the data speaking performance was applied to provide opportunities for students to talk on topics: (Experience, Daily activities/routines, and Next study Plan) was conducted in order to know the background information about the students' prior level of knowledge Then the researchers sought detail information by conducting interview for some students chosen to investigate students' difficulties in speaking skills.

DATA ANALYSIS

In analyzing the data from this study, the researchers used the data from the students Speaking performance and the interview by several steps such as ; identifying, grouping , classifying analyzing and concluding the data found.

FINDINGS AND DISCUSSION

Difficulty Faced by Students

This research has showed a meaningful insight into learning and teaching English speaking practices for high schools Students. Some significant findings are presented in this study. In our findings, we noticed that some students have inadequate English vocabulary mastery which makes reluctant to speak English, Richards (2008) stated that speaking challenges appear when a learners are lack of

the necessary vocabulary to speak and are unable to put the language into appropriate sentences.

Pronunciation problem, the pronunciation problem is the greatest problem in learning English for student since among the students interviewed we found two students have adequate English Vocabulary, they could understand English written form and they also understand spoken language but they could not pronounce the words well. Rahmaniah et al (2018) reported that in English speaking classes, the majority of non- native English learners have a heavy accent and poor pronunciation, this make them difficult to understand.

Students are lack grammatical understanding, we noticed from the interview grammatical understanding is the second greatest problem among other difficulties faced by the students. The students are likely reluctant to communicate in English because they often put the words ungrammatically. One of students admitted that English needs to be arranged by following rules so he is afraid of making mistakes when speaking.

Causes of Speaking Difficulty

By observing the interview, the researchers noticed that the learners are still incapable in conveying their thought in English orally due to some factors affecting their English development, the difficulty factors are follows:

1. Learners are afraid of making mistakes, worried about criticism or shy. This means the students need more chances to practice their English in order to build their confidence
2. Learners' paradigm English, Some students are also unmotivated to speak English and don't really concern on English because the keep in their mind that English is not their culture.
3. Learners tend to translate their mother structure into English, this often occurs because the learners translate the language word to word. This factor hinder the learners from speaking English naturally.
4. The lack of language environmental support , this factor can be one of the excellent factors to build the students English competence, the school can

provide an English Area or English day as the medium to practice the learners' English knowledge

5. The learning and Teaching language is conducted theoretically, Learning English Theory can also hinder the students to practice their English
6. Few chances to speak English when the learning process at school is conducted.

it is indicated that lack of practice is considered one of the biggest factors of speaking difficulties. Based on the research conducted by Aziz (2019), it is reported that a major issue impeding speaking improvement is a lack of practice time.

Learners' motivations, In terms of speaking difficulty, some students stated that it is impossible to master every vocabulary even they learn English for a long time. This situation can arise when the learners are not encouraged to communicate in English by their lecturers. According to what has been stated, the teaching performance of the teachers will affect on the students' motivation. As a result, it is critical for teachers to demonstrate excitement in their teaching performance.

CONCLUSION

Based on the data that have been collected and analyzed, The result of the research reveals that speaking problems faced by students are linguistics issues including grammar, vocabulary, and pronunciation. Speaking problems appear when the learners have inadequate linguistics knowledge. The causes of speaking difficulties are closely related to the environment, intrinsic motivation, extrinsic motivation and students' paradigm. In regards to students' difficulties, the learning and teaching process should be evaluated, develop students confidence, motivation and create the environmental support to give more chances for students to practice their English Speaking.

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