AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT ELEVENTH GRADE OF SMK BUDDHIST MANJUSRI

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ABSTRACT

This research is aimed to find out students' difficulties in speaking English at Eleventh grade of SMK Buddhist Manjusri. This research is tried to find the students' difficulties in speaking English, the cause of students' difficulties in speaking English, and the solution of students' difficulties in speaking English. This research was used qualitative method. The data collection methods used are observation, interviews, and questionnaire. The data analysis technique is qualitative, namely data reduction, Data Display, and Conclusion Drawing / Verification drawing conclusion. The data collected from the observation, interview, questionnaire and documentation. The questionnaire used Linkert Scale that consists of 15 questions. The result of this research showed that the most from respondent have difficulties in speaking English. The students have difficulties in: (1) vocabulary, (2) Confused the right word, (3) lack of grammar, (4) difficult to memorize vocabulary, (5) afraid to speak, and (6) not confidence. Furthermore, the cause of students' difficulties of the research that happened are: the lack of vocabulary, lack of motivation, shyness, anxiety, and afraid making mistakes. The researcher found the solution of students difficulties in speaking English, namely the students needed to create innovative and new strategies from the teacher when teach and Teaching speaking English.

Keywords: Student's Difficulties, Factor Students' Difficulties

I. INTRODUCTION

The Background of Research

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. Language is one of important aspect of human interaction. people communicate and interact with others by using language. language is one of important tools of communication that is used to convey the message or intentions that the transmitter wants to say to the listener or receiver. In this era, various kinds of languages that can be used to communicate around the world, one of them is English. English is a crucial part in educational activities. Most of student giving their attention to get the knowledge from school or college. In the wide community, English has become an international language. Most of the community in the whole world uses English to communicate with others who have a different language. According to Penny, speaking is the most important in English learning. Speaking skill will give people easy to communicate. On the other hand, speaking ability is showing that the people can speak as good as in a language.

Speaking in English learning has become an important topic to discuss. The better a person's speaking ability, the better the person's ability to communicate orally. Furthermore, the second grade students at senior high school should capable in speaking English, at least in daily conversation. Unfortunately, there are still many people or students who do not dare to speak English. Through observations conducted by researchers at school. The researcher wants to conduct research at SMK Buddhist Manjusri so that the can find problems and causes of students difficulties in speaking English.

Function of Speaking

There are three functions of speaking, namely talk as interaction, talk as transaction, and talk as performance (Richards, 2008). a. Talk as interaction Talk as interaction usually carried out between one person to another as a social function. b. Talk as transaction Talk as transaction focus on what someone said or did. The main purpose of talk as transaction is to deliver information or ideas accurately and clearly so that the interlocuter can easily understand what the speaker tries to say to the listener. c. Talk as performance Talk as performance actually has function as transmit information, or refers as public talk.

The Component of Speaking According to Brown (2001)
a. Pronunciation According to Gilakjani (2012), pronunciation is a rhythm, intonation, and stress to producing sounds.
b. Grammar According to Hirai (2010), grammar is the way to produce a sentence and make good language.
 c. Vocabulary Vocabulary is words that person master in a language.
d. Fluency. Fluency is measuring tool used to see a person's ability to speak. e. Comprehension Comprehension is a skill that has in analyzing news, and can formulate the representations the meaning of sentence.

The Problem of Research
  Based on the background above, the researcher wants to try find student difficulties in speaking English of SMK Buddhist Manjusri: 1. *What are the students' difficulties in speaking English at Eleventh grade students' of SMK Buddhist Manjusri?. 2. What are the causes of the students' difficulties in speaking English at Eleventh grade students' of SMK Buddhist Manjusri? 3. How To solve the students' difficulties in speaking English at Eleventh grade students' of SMK Buddhist Manjusri?"*

The Objective of Research
  The objective of the research which the researcher tries to achieve through this study:
1. *To know the students' difficulties in speaking English at Eleventh grade students' of SMK Buddhist Manjusri?*
2. *To know the causes of the students' difficulties in speaking English at Eleventh grade students' of SMK Buddhist Manjusri?*
3. 3. *To know how to solve the students difficulties in speaking English at Eleventh Grade of SMK Buddhist Manjusri?".*

II. THE REVIEW OF LITERATURE
Definition of Reading Comprehension
  According to Brown, speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information. While, Summers stated that speaking is saying something that expresses your idea or opinion, or is used when expressing an idea that you think is true. Speaking is a language skill or as a means of communication in which a person can express ideas or information to others in a verbal form. According to Cooper, speaking is an ability that can train one's productivity because through speaking, the person is able to use their speech organ to work, such as the brain to think. The ability to speak itself can also provide positive activities, because through speaking a person can convey what he/she feels. Good speaking skills will also make our interlocutors enthusiastic in responding to what we are talking about. Speaking is an ability of someone who is give positive effect to increase good speaking skill.

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e. Comprehension, Comprehension is a skill that has in analyzing news, and can formulate the representations the meaning of sentence.

The Factors of the Difficulties of Speaking According to Brown, there are some difficulties in speaking English, namely (Brown, 2001):

a. Clustering Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The students often do the redundancy because they are confused what will they say. However, the student has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variables In performance variables the students often do performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate when they were talking.

e. Colloquial language Sometimes in colloquial language

the students still do not know about the words, idioms, and phrases of colloquial language and that they do not get practice in producing these forms.

III. THE METHOD OF RESEARCH

The Research Design

The researcher used qualitative method in this research. According to Tracy (2013), qualitative research method focuses on the thick description of context and often emerges from situated problems in the field. This method also called as an artistic method, it is because the process of research is more of a nature art (less patterned), and it is called an interpretative method because the data of research is more concerned with the interpretation of data that found in the field (Sugiyono, 2013).

The Location of Research

The location of the will conducted at SMK Buddhist Manjusri Pematangsiantar

Source of the Data.

Data in this research observation, interviews, and questionnaire. Data is an important aspect in conducting qualitative research. From these data, researcher information about Students' Difficulties in speaking English.13 students of XI grade and 1 English teacher as key informant. In this research, the researcher takes the data from the principal, 1 english teacher, and the students at SMK Buddhist Manjusri.

The Technique of Collecting Data

The researcher was collected the data use observation, interview, and questionnaire.

a. Observation During the research, the research was be one of part in the class that was observed the condition and learning process, and also the researcher will not teach directly. The researcher was observed the class to know the students' difficulties in speaking and the cause that faced by the students.

b. Interview The researcher was used interview because the researcher wants to know the deeper information from informants about situation that can be analyze through observation.

c. Questionnaire The questionnaire was use as document that consists of the questions for all samples in research. The informant was filled the questionnaire relate with instructions that give by the researcher. The researcher gave 15 statements in questionnaire sheet. The questionnaire used Likert Scale that was categorized into Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The researcher use In collecting the data Sugiyono, the researcher used observation, interview, and questionnaire.

The Technique of Analyzing Data

The researcher used the theory of Miles and Huberman in analyzing qualitative data.

1. Data Reduction

The amount of data obtained from the field is quite a lot, for this reason, the researcher should be noted carefully and in detail. As already explained, it is getting longer the researcher in the field,
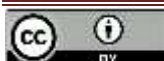
the amount of data will be more numerous, complex, and complicated. Furthermore, it is necessary to immediately analyze the data through data reduction. Reducing data means summarizing, choosing the main things, focus on important things, look for themes and patterns. With thus, the data that has been reduced will provide a more detailed picture clear, and make it easier for the researcher to collect the data, and search for it when necessary. Data reduction can helped with electronic equipment such as a mini computer by delivering code on certain aspects. In this research, the researcher will use observation, interview, and questionnaire to collect the data

2. Data Display

After the data has passed phased of reduction, the next step is displaying the data. In qualitative method, data display can be done in form brief descriptions, charts, relationships between categories, flowcharts and so on. The one most frequently used to present data in qualitative research is a text like narrative text. By displaying the data, it will be easier to do understand what is the happen, plan the next work based on what has been understood. Furthermore, it is suggested in displaying data, apart from a text like narrative text, it can be also be graphs, matrices, network, and charts, In this research, the researcher was presenced the data from the students" difficulties in speaking skill and the cause of it.

3. Conclusion Drawing/Verification

The Fourth step in qualitative data analysis according to Miles and Huberman is conclusion and verification. The initial conclusions were stated that it is still temporary, and will change if not found strong upporting evidence at the collection stage next data. But, if the conclusions are put forward at that stage preliminary, supported by valid and consistent evidence at the time of the researcher back to the field of collecting data, then that conclusion presented is a credible conclusion. The conclusion in qualitative research is a finding a new one that had never existed before. Findings can be descriptions or a depiction of an object that was previously dim or dark, so that after investigating it becomes clear, it can be a causal relationship or interactive, hypothesis or theory. In this research, the researcher was given the result of the research based on the problems statements that get from the analysis.

1V. ANALYSIS OF DATA
Data Analysis

In analyzing the data using Miles and Huberman:

After has done observation and interview, the researcher used questionnaire to support the data. The questionnaire result has be listed in the table below:

Table 4.2 The Result of Questionnaire

Name	Number of Question														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CN	A	D	A	D	A	A	A	A	D	A	D	A	A	D	A
WAN	A	A	D	A	A	SA	D	A	D	D	SA	A	A	D	A
LD	D	D	D	A	A	D	A	D	A	A	A	A	A	A	D
WA	D	D	D	D	A	A	D	A	D	A	D	A	A	A	D
AR	A	D	A	A	A	D	A	D	A	D	A	A	D	A	D
F	A	D	D	A	A	A	A	A	D	A	D	A	A	D	A
V	A	D	SA	A	A	A	A	D	A	D	D	A	SA	D	A
CP	D	A	SD	D	D	SA	SD	SA	D	SA	SD	A	A	A	A
CH	A	A	D	D	D	A	A	D	D	A	SA	A	A	D	A
M	A	D	A	D	A	A	A	A	SD	D	D	A	SA	D	A
SS	A	D	D	D	A	A	D	A	D	D	SD	D	A	SD	A
WSP	D	A	D	D	D	A	D	A	A	D	A	A	A	D	A
VAJ	SA	D	A	A	A	D	A	A	A	A	A	A	SA	A	D

SA: Strongly Agree   D : Disagree
A : Agree   SD: Strongly Disagree

Based on the table, the researcher makes table on percentage to know the result of questionnaire as followed the table below..

Table 4.3 The Percentage of Questionnaire Result

Number of Question	The Percentage of Questionnaire Result			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1	15,38%	53,85%	30,77%	0%
2	0%	30,77%	69,23%	0%
3	7,69%	30,77%	53,85%	7,69%
4	0%	46,15%	53,85%	0%
5	0%	76,92%	23,08%	0%
6	15,38%	69,23%	23,08%	0%
7	0%	61,54%	30,77%	7,69%
8	7,69%	69,23%	23,08%	0%
9	0%	38,46%	61,54%	7,69%
10	7,69%	0%	46,15%	0%
11	15,38%	23,08%	38,46%	15,38%
12	0%	92,31%	7,69%	0%
13	23,08%	69,23%	7,69%	0%
14	0%	38,46%	53,85%	7,69%
15	0%	69,23%	30,77%	0%

The results of my interviews and questionnaire, show that students difficulties in those same areas, so the data the researcher found in the field.

The results follow : 1. Vocabulary limitations. 12 out 13 students (92,31%) admitted that they often struggle to find the right words when speaking English. **2**. Speaking despite not mastering grammar. 9 students (69.23%) responded that they continue to speak even though they are not confident with their grammar. 3. Difficulty due to influence of local dialects. 8 students (61.54%) stated that their way of speaking is influenced by their local dialect, which causes difficulty in pronunciation and articulation of English words. This is closely related to phonological interference from their first language to the second language. 4. Lack of confidence when speaking. 7 students (53.85%). Feelings of embarrassment, fear of making mistakes, and fear of being ridiculed are major contributing factors. This psychological barrier significantly affects their performance in speaking.

V. CONCLUSION AND SUGGESTION
Conclusion
1. The Students' Difficulties In Speaking English at Eleventh Grade of SMK Buddhist Manjusri:
Based the statements or words of the students above, the researcher can know that the students have difficulties in speaking English. The difficulties source from the internal of the students itself. The students' difficulties based on the observation above were the students still lack of confidence to speaking English in front of the class. the students afraid if their pronunciation wrong when their speak English and confused about using the right word. Furthermore, the result of questionnaire also explained that the students have the difficulties in vocabulary.

2. The Causes of the Students' Difficulties In Speaking English at Eleventh Grade of SMK Buddhist Manjusri:
From the statement of the students above, the researcher can know that the students:
1. Confusing in choosing the right word
   Students struggle to select the appropriate words to express their meaning, which makes communication less smooth.
2. Limited Vocabulary
   A lack of sufficient vocabulary makes it hard for students to form varied and accurate sentences
3. Lack of mastery in tenses or grammar
   Poor understanding of grammar keads to errors in sentences structure and reduces the clarity of their message
4. Lack of confidence
   Fear of making mistakes or low self-confidence causes students to be hesitant to speak
5. Difficulty due to dialect
   Differences in dialexct or accent can confuse students in understanding and producing English.

The researcher also found what the cause of students" difficulties in speaking English. Based on the statement from the informant above, the researcher know that the students got the cause of difficulties in speaking English like afraid to making mistakes, not confidence anxiety. The students afraid make mistakes when their teacher asked them to speak in front of the class because the students not good in pronunciation because their lack vocabulary and not mastered grammar. This result relate with Brown statement that the factors of difficulties in speaking is one of them is afraid making mistakes. From both internal and external factors that influence the student. The students itself, it depends on how the way of the students' perception about English. The students got the difficulties like confused, afraid, not confidence, etc., because the students have the cause such as in Tenses or Grammar and limited vocabulary and pronunciation.

Overall, the main causes are limited vocabulary and weak grammar skills, which lead to their confusion in word choice and lower confidence when speaking. Dialectcs also add extra challenges in their communication.

3. Solution of the Students' Difficulties In Speaking English at Eleventh Grade of SMK Buddhist Manjusri

The researcher found that during English class the student not use other languages like Indonesian or Chinese, the informant is also suggesting that using other languages might slow down the learning process,, as comport zones and avoid using English. In the context of learning, a comfort zone often refers to the habit of using one's native language or mother language them because that make their feel easier and more comfortable and A student who always speak Indonesia during English class stays n their comfort zone and may struggle to improve their English speaking skills because they're not practicing enough.

Furthermore, the student that the teacher should use new teaching strategies. The student said the teacher needs to try different methods or approrches than usual. New strategies can help students' understand the material more easily and be more active in class and that they needed new learning model during the lesson, like singing or games that makes the students' speaking skill increase masterend in speaking English. In addition, the students also said that reading aloud in front of the class can be very helpful in improving speaking skills. By practicing reading aloud, students' become more familiar with English English pronunciation. It also helps build their confidemce to speak in front of others, which is an important part of becoming fluent.

Suggestion

According to the results of the research, there are several suggestions presented for students, english teacher, and researchers:

1. Students

   The result of this research, it shows that students' confused and afraid if their pronunciation wrong when their speak English. The students limited vocabulary, not confidance, lack of mastery in tenses or grammar, Difficulty due to dialect so that the students difficult speak English. And so, the researcher hopes so that from this difficulties that found the students can learn more and more again, improve the vocabulary so that the students' can understand of the English text and Speak English. From this result the students know what re the difficulties which will be faced speaking English.

2. English Teacher

   From this research The teacher SMK Buddhist Manjusri can learn, prepare, improve more about the good methods for speak English. Furthermore. The English teachers can create new and innovative teaching strategies in the school.

3. For the Next Researcher

   This researcher hopes that for the Future researchers who are interesting in conducting similar research about the students' difficulties speaking English. Beside, the researcher also hopes so that the future researchers can find other things that can be known about the difficulties speaking English and can find solution the difficulties and make the improvement for students.

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