

## ENGLISH SPEAKING ABILITY PROBLEM ANALYSIS OF THE TENTH GRADE STUDENTS OF SMK NEGERI 2 PACITAN ACADEMIC YEAR 2022-2023

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### Abstract

The aims of the research are to determine the factors causing problems in the English-speaking abilities of tenth grade students in SMK Negeri 2 Pacitan for the academic year 2022-2023. This is descriptive qualitative research. The data was obtained by using a questionnaire on the Google Form platform for 177 students as a sample of the population. This research was carried out from September 26, 2022, to October 4, 2022. After being collected, the data were analyzed using the following procedures: counting and reading the respondents' responses on a Google Form, data reduction, data display into a diagram, discussion, and generating the research conclusions. The low student ability in English is caused by several factors, including: (1) students' attitude toward English speaking ability; (2) external motivation; and (3) students' strategies to improve speaking ability. According to the findings, the two areas with the highest percentages are students' attitude toward English speaking, including low understanding of grammar (90.4%) and students' strategies to improve speaking ability, including low participation in English private courses (89.3%).

**Keywords:** *English, speaking, students, problem.*

### Introduction

In this globally competitive world, English-speaking becomes an essential skill that must be mastered by students. There are several of the importance of being able to speak English. First, English is regarded as a foreign language and is utilized for academic development, job advancement, and international travel (Khamkhien, 2010). Various countries have made English a second language to communicate, one of them in Indonesia. Second, speaking helps a person express emotions, ideas, tell stories, ask, speak, discuss, and perform various language functions (Leong & Ahmadi, 2017). Third, speaking plays a role in increasing the level of self-confidence and making a person able to develop good social relations with others (Akhter et al., 2020). Fourth, speaking ability is important in negotiation, for example, when making international deals by promoting, debating, arguing, and complaining (Zain & Sariyati, 2021). Thus, English is important for students to communicate, improve skills in academic, work, and business in the globalization era. Besides answering the important question of English-speaking skills, this has various advantages

Rao (2019) stated that speaking skills are a method of communication that give speakers several distinct advantages. The main advantages of good speaking skills are:

1. Active participation in pairs or group activities in the classroom;
2. Pursue higher studies in foreign countries;
3. Learn about the world's many civilizations;
4. On various occasions, give a fresh and impressive speech;
5. Get great social standing;
6. Have better job prospects across the world;
7. Improve problem-solving and critical thinking skills.

Due to the many advantages of speaking skills, it is important to be mastered especially by language learners. Good English proficiency is a priority for students to fulfill the needs of the field.

There are various indicators of good English proficiency. According to Ur (1996) (in Afrizal, 2015), the characteristics of a successful speaking activity, namely that learners talk a lot, participation is even, motivation is high, and language is at an acceptable level. Going to a further explanation of indicators of English proficiency, Safitri et al. (2020) stated that three indicators of speaking skills are assessed: accuracy; vocabulary; and comprehension. Furthermore, Matondang (2021) described that there are five aspects of good English proficiency that must be mastered, such as grammar, pronunciation, accuracy, fluency, and comprehension. It helps people deliver the message more clearly, and it makes the listener understand the meaning of the message. Meanwhile, the indicators of good speaking consist of the level of understanding of vocabulary, accuracy, pronunciation, grammar, fluency, and a good relationship between students and themselves and their environment. The achievement of the above indicators can affect students' speaking proficiency.

The ability to communicate in English is needed in every sector, thereby encouraging the government to implement a variety of measures to generate excellent human resources. Starting from the education sector, the Ministry of Education of Indonesia requires that English is taught as part of the school curriculum (Asworo, 2019). However, in Indonesia, English is still an elective subject at the elementary level. On the other hand, Indonesia is experimenting with international standard schools, which are known as SBI from their Indonesian acronym "Sekolah Bertaraf Internasional". In fact, in almost all countries in Asia, English is a core subject in elementary schools (Kirkpatrick, 2011). However, at the junior and senior high school levels, English has become the main subject. This is becoming a challenge for teachers and the Indonesian government. Teachers must be creative to think of various techniques and approaches to speaking skills to develop students' oral communication, which is one of the most important in this contemporary world (Rao, 2019). This is because students still have difficulty receiving language lessons.

Based on the observations made during the teaching and learning process with "Praktik Pengalaman Lapangan II" activity in tenth grade at SMK Negeri 2 Pacitan, there are still many students who have difficulty in English-speaking. So, it is important to conduct research to find out the factors that cause these problems and develop an evaluation for teachers to improve the learning process in the classroom. Furthermore, this research is directed to further examine the factors causing the problems in the tenth grade at SMK Negeri 2 Pacitan Academic Year 2022-2023 in speaking English and to find out the highest percentage of these factors. Many studies research students' problems speaking, but most of them do not examine the causal factors from an economic perspective.

This research will look into the factors that contribute to the speaking problem in the tenth grade at SMK Negeri 2 Pacitan. The researchers believe that using a qualitative descriptive method will reveal the factors causing problems speaking English in great detail. As a result, researchers hoped that it could be used as a reference for teachers in solving problems for students, either by providing motivation or training in speaking. Therefore, the researchers are interested in conducting research entitled "**English Speaking Ability Problem Analysis of the Tenth Grade Students of SMK Negeri 2 Pacitan Academic Year 2022-2023**".

### **Method**

The descriptive qualitative research approach was applied in this research. The sample for this research is 177 students, specifically for tenth grade students at SMK Negeri 2 Pacitan in the academic year 2022-2023. The researchers implemented an online questionnaire through Google Form to collect the data, which was collected from September 26, 2022, until October 4, 2022. A questionnaire including fifteen questions consists of open-ended and closed-ended questions. In addition, the researchers took 32 samples, consisting of six majors, namely:

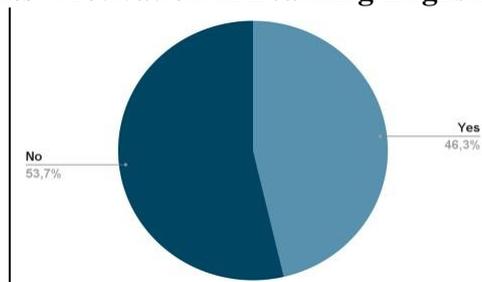
Manajemen Perkantoran (MP); Perhotelan (PH); Bisnis Daring Pemasaran; Agribisnis Perikanan Air Tawar; Akuntansi dan Keuangan Lembaga (AKL); and Asisten Keperawatan dan Caregiver (AKC). After being collected, the data were analyzed using the following procedures: counting and reading the respondents' responses on a Google Form, data reduction, data display into a diagram, discussion, and generating the research conclusions.

## Finding and Discussions

### A. Students' Attitude in English Speaking Ability

The students' attitude is classified into 6 points, namely:

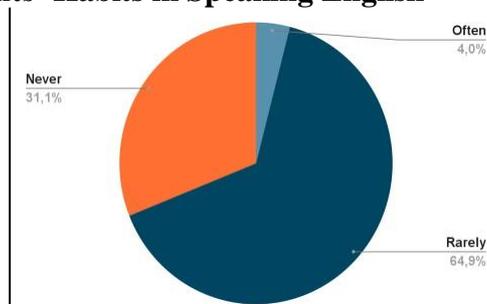
#### Students' Motivation in Learning English



**Figure 1. Students' motivation in learning English**

Motivation can be defined as one's direction toward behavior or what causes a person to want to repeat a behavior, and vice versa (Alizadeh, 2016). Students' motivation towards learning English is an important factor that affects their ability to speak the language. In Figure 1, a total of 95 respondents or 53.7% of students have the opinion that they dislike an English lesson. While, 42 respondents or 46.3% of students like English. This makes it clear that the majority of students argue that students dislike English lessons. One of the factors that influences students not to like English is their lack of motivation.

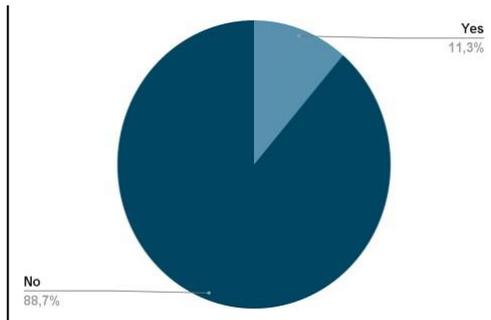
#### Students' Habits in Speaking English



**Figure 2. Students' habits in speaking English**

Students' habits of speaking English are very important to support the quality of their speaking skills. Figure 2 shows the students' habits in speaking English. It is clear that the majority of the students rarely use English in daily speech. Figure 2 explains that: as many as 7 respondents or 4% of students, often use English; 115 respondents or 65% of students, rarely use English; and 55 respondents or 31% of other students, never use English. Whereas consistency as a habit in an effort to improve language skills is one of the important factors that distinguishes success among students (Mega and Sugiarto, 2020).

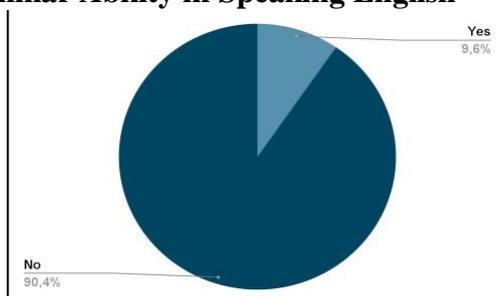
#### Self Confidence in Speaking English



**Figure 3. Self confidence in speaking English**

Figure 3 shows the students' confidence in speaking English. It is clear that the majority of the students are not confident. A total of 157 respondents, or 88.7% of students, stated that they were not confident when speaking in English. Meanwhile, as many as 20 respondents, or 11.3% of students, stated that they were confident in speaking English. This is a significant comparison. Based on the results of the questionnaire, respondent 4 stated that in addition to having difficulties pronouncing and memorizing vocabulary, they often received ridicule from people who did not like English. Furthermore, respondent 14 stated that their lack of confidence was caused by a lack of practice, so they were afraid to speak the wrong way. Meanwhile, 56 respondents stated that their self-confidence was caused by feelings of nervousness, whereas skill and motivation support each other. Students who improve their skills usually increase their motivation as well, and self-confidence can be a problem when other motives are not. Thus, most of the causes of students' lack of confidence in speaking English are caused by: (a) environmental factors; (b) feelings of nervousness; and (c) fear of being wrong.

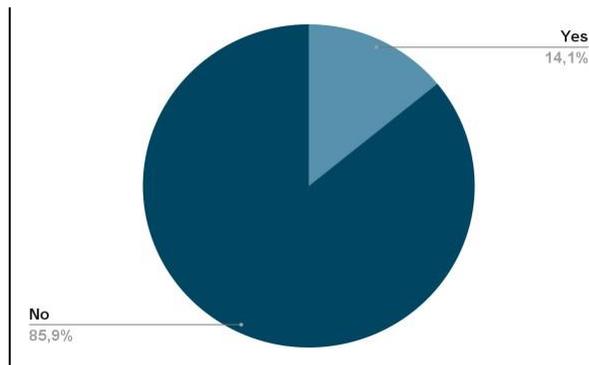
#### **Grammar Ability in Speaking English**



**Figure 4. Grammar ability in speaking English**

In Figure 4, it is clear that as many as 90.4% of respondents or 161 students stated that they did not have grammar ability in speaking English and 9.6% of respondents or 17 students stated that they understood the use of grammar in speaking. In this case, most of the respondents stated that they had difficulty understanding the use of grammar. This is consistent with respondent 3 who stated that the implementation of grammar is difficult to understand. This is because grammar has many different formulas and uses, so it is quite difficult to apply. Furthermore, 129 respondents stated that the use of grammar in speaking is very difficult. Whereas, if people understand grammar, they will speak more fluently than other people who do not understand grammar (Kusumawardani and Mardiyani, 2018).

#### **Pronunciation Ability in Speaking English**

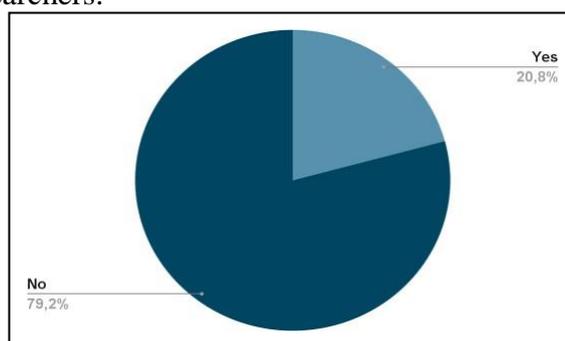


**Figure 5. Pronunciation ability in speaking English**

As pronunciation aids students in better understanding native speakers and native speakers, as well as improving their ability to communicate with others, particularly native speakers, in English (Yudar et al., 2020). Pronunciation is an important skill to be mastered by students. Based on the data, as many as 85.9% of respondents, or 152 students, stated that they did not have good pronunciation skills, while 14.1%, or 26 students, had good pronunciation skills. Respondent 5 stated that the pronunciation of English is quite difficult to understand and practice, so that it makes it difficult to speak. Furthermore, respondent 16 stated that the difficulty of mastering pronunciation skills was caused by students' confusion in understanding the relationship between writing and pronunciation in different English languages. Meanwhile, the 31 respondents stated that the lack of practice made the students less able to master their pronunciation skills. It is different from the 58 respondents who stated that their ability to apply pronunciation skills was due to having applied them in everyday life. This is in line with respondent 62, who stated that his ability to apply pronunciation was due to his preference for listening to native English speakers and then imitating them. In this case, the habituation of students to honing their abilities affects the output produced.

#### **Vocabulary Mastery in Speaking English**

Understanding English vocabulary is an important point in speaking practice and cannot be avoided. Vocabulary should ideally be placed among the important aspects of language learning that should be given much attention in TEFL practice so as to improve students' vocabulary proficiency (Asyiah, D., 2017). The following are the results of a survey conducted by researchers:



**Figure 6. Vocabulary proficiency in speaking English**

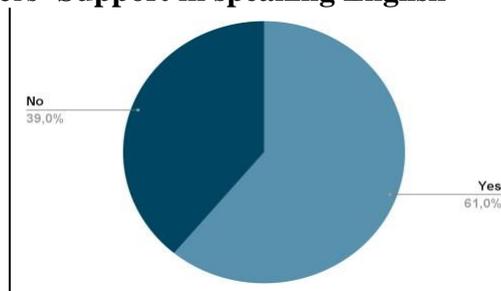
Figure 6 explains that as many as 79.2% of respondents, or 141 students, lack understanding of the English vocabulary. The rest, as many as 20.8% of respondents, or 27 students, admitted that they have good vocabulary proficiency. The comparison is quite significant and is dominated by students who lack understanding of vocabulary. Respondent 114 stated that he was not interested in and too lazy to memorize vocabulary. In addition, 138 respondents had difficulty remembering vocabulary. Most of the students find it difficult to memorize. Respondent 58, on the other hand, stated that her habits of watching YouTube

videos and reading books increased her vocabulary skills. Furthermore, 63 respondents stated that their vocabulary skills increased because of their habit of listening to western songs. Meanwhile, respondent 1 stated that he had taken English lessons so that he had knowledge of various vocabulary words. It is concluded that, in mastering vocabulary, students have their own ways according to their preferences.

### B. External Students' Motivation in English Speaking Ability

The external students' motivation is classified into 2 points, namely:

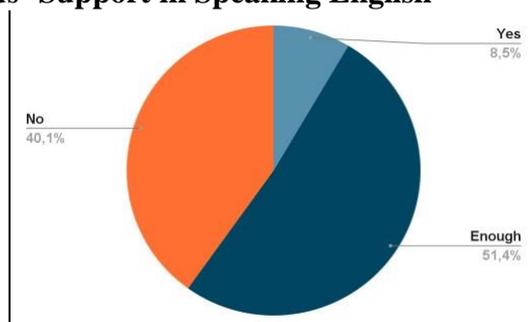
#### Teachers' Support in speaking English



**Figure 7. Teachers' support in speaking English**

Figure 7 shows teacher support to students in improving English speaking skills. Based on the data, 61.0% of respondents stated that teachers and students often interact using English in class, while 39.0% of respondents stated that teachers and students rarely communicated using English. Respondent 14 stated that in the process of learning English, teachers and students interact with each other using two languages, namely Indonesian and English. This has an impact on students' habit of using English. In addition, 100 respondents stated that the teacher patiently explained the material by teaching how to pronounce English correctly and how to write it. It is different for respondents with the lack of teacher support in improving the quality of speaking. Respondents 79 stated that learning was not supportive because the teacher only talked about personal life, so it was very boring. Furthermore, respondent 111 stated that the teacher uses a speaking accent that is difficult to understand, as if using a British accent, but not the British accent used.

#### Friends' Support in Speaking English

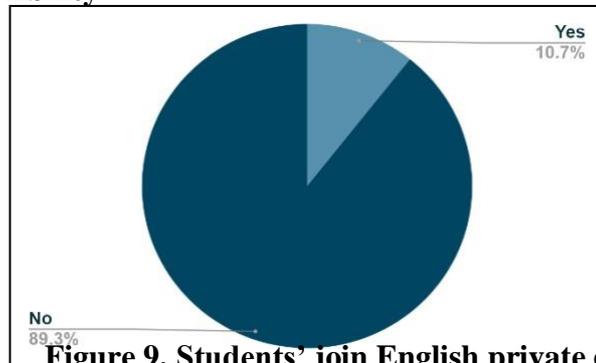


**Figure 8. Friends' support in speaking English**

Based on the data, as many as 40.1% of respondents do not communicate using English with friends, 51.4% rarely communicate using English, and 8.5% communicate using English with friends. The rare use of English dominates the results of this research. Respondent 63 stated that he did not practice communicating in English with friends because, in general, when there are pronunciation errors, other friends will laugh, making them less confident. Furthermore, respondent 73 stated that because of his circle of friends, he always used an easy-to-understand language, namely Indonesian and Javanese. According to the results of the questionnaire survey, the circle of friends was less supportive of practicing speaking English because: (a) the circle of friends used their first language more frequently; and (b) there was a

lack of support for each other.

### C. Students' Join in English Course as Factor Support Students in Improving Speaking Ability



**Figure 9. Students' join English private course**

Based on the data, it is clear that as many as 89.3% of respondents, or 158 students, stated that they did not take English private courses, and as many as 10.7% of respondents, or 19 students, stated that they took English private courses. This comparison of data is significant. Through the results of a survey conducted through a questionnaire, 33 respondents stated that they have a desire to take private English lessons but do not want to increase the burden on their parents. This is in line with the statement of respondent 4, who stated that he did not take private lessons because he did not have the money. In addition, 57 respondents said she took private English lessons to improve her English-speaking skills. She realized that in the hospitality department she was studying, she had to be proficient in English. Similarly, 82 respondents stated that she took English private courses to prepare for the future by exploring her role in a business. According to the results of the questionnaire, apart from economic factors, students' non-participation in taking private English lessons is due to: (a) student activities outside of school; (b) low motivation; (c) lack of confidence; (d) the remote location of the tutoring place; (e) limited vehicles.

### D. Students Strategies to Improve Speaking Ability

Mendengarkan lagu atau melihat film yang menggunakan bahasa Inggris, juga mencari dan mendalami kosakata lainnya yang belum saya ketahui

saya suka mendengar musik dengan bahasa luar, biasanya kata-kata yang asing saya cari maknanya.

Pengen diajarin bahasa Inggris sampai bisa bahasa Inggris BISA DIBANTU YA KAK ☺

Belajar bahasa inggris di youtube dan aplikasi

sering sering mendengarkan musik inggris beserta menghafal liriknya dan mempelajari artinya juga, dari situ kita sudah bisa menambah kosakata dan mengetahui pelafalan kata yang benar. kalau kurang menyukai musik mungkin bisa dengan melihat vlog atau series luar yang berbahasa inggris, biasanya kalau saya melihat series saya menggunakan subtitle inggrisnya soalnya kadang saya kurang menangkap apa yang mereka ucapkan kalau tanpa subtitle inggris, jadi untuk arti indonesianya saya kira kira dulu dan saya cari tahu setelah saya selesai menonton. menurut saya pelajaran bahasa itu kita tidak dituntut untuk banyak berfikir, tetapi hanya dengan mendengar, sering berinteraksi, dan juga mencoba untuk menggunakan bahasa tersebut sudah sangat membantu meningkatkan kemampuan kita.

**Picture 1. The respondents' responses on Google Form**

Students as research respondents have various strategies for improving their English-speaking skills. Respondent 5 said that to improve her ability to speak English, she carried out

activities, namely watching English films with subtitles and listening to English songs. Parwati and Inayah (2019), state that the use of audio-visual media such as films can help students better understand the material or messages given by lecturers to them. Furthermore respondent 21, she tries to improve her speaking skills by reading, listening and memorizing light vocabulary that is used daily. Meanwhile, respondents 172 thought that the strategies she applied to improve her speaking skills were by learning English vocabulary, often practicing pronunciation in everyday life, and taking private English lessons. Other respondents also gave other opinions that the strategies that have been carried out in improving speaking ability are by: (a) reading books in English; (b) learn with YouTube application; (c) learn with an English application; and (d) practice speaking with a tutor, (e) listening; and (f) memorizing light vocabulary that is used daily.

### Conclusion

Speaking is one of the most important skills to master in English. Learning to speak a foreign language takes a lot of effort for every learner. At SMK Negeri 2 Pacitan, which is in the tenth-grade Academic Year 2022-2023, students still have difficulty communicating in English. This is a challenge for teachers to improve students' skills in the language aspect. The low student ability in English is caused by several factors, including: (1) students' attitude toward English speaking ability; (2) external motivation; and (3) students' strategies to improve speaking ability. According to the findings, the two areas with the highest percentages are students' attitude toward English speaking, including low understanding of grammar (90.4%) and students' strategies to improve speaking ability, including low participation in English private courses (89.3%). However, students have other ways to learn to speak English independently with various activities, such as: (a) reading books in English; (b) learning with a YouTube application; (c) learning with an English application; (d) practicing speaking with a tutor; (e) listening; and (f) memorizing light vocabulary that is used daily.

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