



# Exploring Factors Impacting Speaking Difficulties Among Eighth Grade Students: A Case Study at SMP RK Bintang Timur

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## Abstract

This research was primarily conducted to prove the Analysis of Difficulties in Speaking. This research is conducted in SMP RK Bintang Timur. The objective of this study is to find out the difficulties in speaking for the Junior High School. This research had given the simple question to the student. We made the class comfortable by the question. I made two process of collecting the data. The first one, the students have to answer my simple question and the second, they have to speak up in front of the class. The qualitative data analysis show that the difficulties have two reasons. The first one is inside of the students and the second is the outside of the students. In the situation, the students will feel shy to speak English because they do not study English well. And the second, the students feeling bad about environment. So, the difficulties in here is about grammar, pronunciation and their confidence.

**Keywords:** *Grammar, Pronunciation, Self confidence*

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## Introduction

In this new era, we have an international language to communicate among countries, with English language. English language is so important to learn. It is a foreign language. If we went to go abroad, and we wanted to talk to somebody and we do not know what their own language, we must speak English, so we can communicate with them. We know that, English has been taught in many countries. As we know in Indonesia, we have many English courses. In English course they teach students from kindergarten until general student. In these days, English is used in everywhere such as at office, school, etc. So, people must have an ability to speak English. In English we have four skills, there are writing, reading, listening, and speaking.

In this research, writer will focus on speaking. Speaking was an ability to speak English is using for communication directly or face to face communication. According to Ahmed and Alamin (2014:97) speaking is an important part of the curriculum in language teaching. Every profession needs speaking skill such as English teacher, journalist, translator, etc. but everybody has useless for speaking. Speaking is most important skill to be master in English.



Many people don't have self-confidence to speak English in public. Usually, the causes of not confident because the lack of ability in speaking English, both in terms of pronunciation, mastery a lot of vocabularies, or grammar mastery in English. Pronunciation is the way where the word or language be spoken and the way someone speak a foreign language. The lack of pronunciation may because someone is not accustomed to speaking English or might be because of someone's mother tongue.

Usually, when speaking English someone inclined to think whether the used of grammar are correct or not. When someone think about it and feel that the used of grammar are less precise, it will make insecurity arise. This insecurity very influence to someone's speaking. In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency.

Due to its complicated nature, several studies have been carried out about speaking, especially the problems faced by students in speaking English. The first investigation studies, found the problem in speaking English in junior high school. The problem because of the lack of students' vocabularies (Agung, 2013). The other systematic conducted the Speaking difficulties faced by students of the English department at Syiah Kuala University. These difficulties were a study finding on non-language causes, which showed 95% of students said they had problems speaking because they were afraid to make mistakes in the classroom (Taqin, 1995). Moreover, other investigation and found that students who study in Saudi Arabia's Collage University, have problems when they speak English. Because they aren't interested in English Subject and it is the most difficult one (Karla, 2015).

In the background section, the difficulties of speaking English have been clarified. Two questions are formulated to achieve the aims of the research, based on the context of the study.

1. What are the students' problems in speaking English at the eighth-grade students of SMP RK Bintang Timur in Academic Year 2022/2023?
2. How are the students' strategies to overcome their problems in speaking English at the eighth-grade students of SMP RK Bintang Timur in Academic Year 2022/2023?

Based on the questions mentioned above, the objectives of the study are as follows:

1. To explore the students' problem in speaking English problems encountered by the eighth-grade students of SMP RK Bintang Timur in Academic Year 2022/2023
2. To describe the strategies to overcome the problem in speaking English encountered by the eighth-grade students of SMP RK Bintang Timur in Academic Year 2022/2023

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## Literature Review

### Definition of Speaking

One of the four English skills is speaking. Speak is being used by everybody in everyday life to express something. People will orally communicate concepts, emotions, and opinions. In addition to that, to say things, to convey feelings aloud, and to use the voice, speaking is literary. Other describes, speaking is a secondary or international language in



education and learning that has the purpose of enhancing communication efficacy in the context of language (Bailey 1994: 27).

English speaking skill is the priority of students in learning a foreign language. Because speaking is a secondary or international language that has also been considered among the four abilities to be the most challenging. Furthermore, Oral communication requires the use of appropriate intonation patterns and rhythm patterns, and the correct to express the right context. Speaking is a productive ability because they perform the task to successfully use their speech organ, while receptive ability because someone else wants to listen to what has been said in order to react what has been heard before successfully (Cherry 2003).

In human interaction, several attempts have been made to identify the roles of speaking. A valuable distinction between the interactional functions of speaking in which social relationships are formed and maintained between the interactional functions of speaking and the transactional functions that concentrate on information exchange (Brown 1983). It can be concluded based on the three theories that speaking is a productive ability as a second language or foreign language used directly to convey thoughts, knowledge and feelings to others. Individuals must be able to use the terms for the right pronunciation in speaking, to create the right grammar for the utterances, to select the Diction of the word choice.

### **Component of Speaking Skill**

It is not easy to communicate something orally by speaking. Nevertheless, to have a good speaking ability, students need to learn those speaking elements. There are several aspects that students can consider while learning to communicate (Brown 168: 2001), such as:

#### **a. Pronunciation**

In order to change one's turn focus to tension, speed and articulation, pronunciation is infinitely more important (Nunan 1998). In order to satisfy the requirements for the task, pronunciation refers to the ability of the students to create understandable utterances. It belongs to the development of sounds, the correct relation of phrases, and the use of tension and intonation to express the meaning (Thomburg 127: 2005).

#### **b. Grammar**

The language's grammar is an explanation of the forms in which Phrases in that language, their forms can be changed and combine into sentences (Harmer 12: 2001). It allows the students to combine the phrases, to create sentences correctly. Grammar may help students to identify between informal and formal expressions or impolite and polite expressions in speaking English.

#### **c. Vocabulary**

One of the important elements of speaking is vocabulary. Learners are unable to say anything without vocabulary. The learners are able to make a sentence or express what they want to say effectively. It is really important to know a variety of foreign-language vocabulary.

#### **d. Fluency**

The usage of fluency is evaluating someone competent or incompetent of using words. Fluency is the degree to which speakers, with few doubts or normal pauses, easily and confidently use the language, false start, word search, etc (Nunan 55: 2003)

#### **e. Comprehension**



Comprehension is a capacity to understand and method enhancements of discourse in learning English, to implement representations of sense words. It takes someone to understand automatically in oral communication what other speakers mean (Brown 1994).

### **Characteristics of Successful Speaking Activity**

According Ur, the learners should have the characteristics of successful speaking (Ur 1991), they are:

**a. Learners take a lot**

In reality, learners talk dominates as much as possible of the period time for the activity. This may seem obvious, but teacher interactions or pauses often take up much of the time.

**b. Participation is even**

A minority of talkative learners do not dominate classroom conversation. In each activity, all students get a chance to talk and participate. Addition to that, the students should contribute in each activity.

**c. Motivation is high**

Learners want to say because the subject is interest for them and they want to talk something interesting about it. The students also would like to participate to the achievement of an objective of the assignment.

**d. Language is of an acceptable level**

Learners convey themselves in appropriate, simple, understandable phrase to someone, and with an appropriate accuracy level in the language.

### **Foreign Language Learner's Problem in Speaking English**

In speaking practices, there are several difficulties faced by learners, such problems can be clarified as follows:

**a. Inhibition**

Speaking includes exposure to an audience in real-time, unlike reading, writing, and listening practices. Learners also inhibited from trying to say something in the classroom in a second language, like worrying about making errors, fearful or critical, or attracting shyness from their voice.

**b. Nothing to say**

The students have really no idea about speaking. A lot of students have difficulty taking into consideration what to say, they don't have inspiration to say, they don't have inspiration to convey themselves beyond the impression that they need to say.

**c. Un-event participant**

Only one student can be heard at a time. Which means that any person will only have a very limited time to speak in a large group. This issue is compounded by some students' ability to dominate, although others speak very little or not at all. d. Mother tongue used the students have the same mother tongue in a variety of schools. For certain purposes, they may prefer to use it. It's better first of all. Secondly, talking to one another sounds unnatural. It would be the target language is difficult to use, when they speak in small groups.

### **Psychological Factors for Learners in Speaking English**

There are psychological causes that students are facing while speaking English (Juhana 2012), they are:

**a. Fear of mistakes**

Fear of mistakes becomes a big factor in the English language of the students. This anxiety correlated with the question of correction and negative evaluation (Zajda 1998). In addition,





the students worry that the other students will laugh at them. They also fear when they speak English and make a mistake. In addition to that, the students will stop engaging in the expression practice. The teacher must state that it is not bad to make mistakes, because they will learn from their mistakes.

**b. Shyness**

Shyness is an intimate issue when they speak in English class, many students suffer for some time. Shyness can be a cause of challenges encountered in the classroom by learners. The students who felt shyness will make their mind blank and don't have idea to speak.

**c. Lack of confidence**

There is typically a less of confidence when students know that their communication is not good. In this case, the students who have lack confidence would rather keep silent while the others were talking at that time. In addition to that, even though they have the opportunity to speak English, they still lack the confidence to communicate.

**d. Lack of motivation**

Motivation is important and a main factor in assessing if learners prepared to do their best. Motivation is internal power. The students would raise their study interest from the opportunity. When the students don't get inspired to learn English, it will make students difficult to speak English because they don't interest. On the basis of the above explanation, psychological factors may have contributed for the difficulties faced by students, like: shyness, lack of confidence, lack of motivation and fear of mistakes. Every learner has different psychological factors, it can affect students' problem in speaking English

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## Methodology

### Research Design

In this study the researcher will use a descriptive qualitative design as the research method. According to Creswell (2013:32) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. From this research, the researcher will find out the factors of students' difficulties in speaking in eighth grade students of SMP RK Bintang Timur.

### The Source of Data

As this study is a qualitative study which in to find out the factors of students' difficulties in speaking, so the appropriated instrument for this research would be an observation and interview.

### The Technique of Analyzing Data

Activities in data analysis namely are data reduction, data display, and conclusion drawing or verification.

**a. Data Reduction**

Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes the data in such a way that its final conclusions can be drawn and verified. "Reduce the data can be interpreted to summarize, choose the things that are central, focus on the important things, look for patterns and themes", (Sugiyono, 2008: 247). The process of reduction continued during application the research even the researchers begin before collecting data is done and completed until the end of study.



Reduction begins when the researcher research, the research problem, and collecting data the data approach to use. During collecting data, the reduction can include summarizing, formulating, and writing the memos. The data obtained from research, for it should be noted carefully and detailed. While the data is quite a lot, it needs to be done analysis data by data reduction. Reducing data means summarizing, choosing the things that matter, focusing on the things that are important, look for the theme and pattern. Thus, the reduced of data will give clearer picture, make it easier for researchers to collect the next data and look for it when necessary.

#### **b. Data Display**

After reduction the data, the next step is the presentation of data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, and relationships between categories, flowcharts and the like (Sugiyono, 2008: 249).

## **Findings**

### **Data Analysis**

In this section, the researcher would answer the formulation of the research which were, what are the factors affecting the students' difficulties in speaking at SMP RK Bintang Timur. In this interview researcher have four categories. There are inhibitions, mother tongue, lack of difficult knowledge, motivation.

**Question 1** : Do you like English language?"

All students said they liked English language. From the students answer, the researcher has known almost the students of eighth grade student liked English language.

#### **Inhibitions**

**Question 2** : What are your problems in speaking English "

In this question, majority of the students say that their problem in speaking is their vocabulary, grammar and pronunciation. There are thirteen students said that their problems in speaking is vocabulary, four students of them said that their problems in speaking English are vocabulary and grammar, and two students said that their problems in speaking English is grammar and pronunciation, and the other students have another problem.

**Question 3** : How do you face your problem in speaking English?

In this question almost all students said that they would study hard in vocabulary and try to speak with their friends. They have different ways to solve their problem in speaking English, like as listen English music, try to practice their speech. So, they would study hard to improve their speaking.

**Question 4** : Do you worry to speak English?

In this question all students in eighth grades of SMP RK Bintang Timur said that there were sometimes worry but sometimes they were not worry to speak English.

**Question 5** : Why do you worry to speak English?

From this question students in eighth grade of SMP RK Bintang Timur said that they were worry because they are nervous, they were scared to make mistake and they are not confident to speak English.

**Question 6** : Do you scare to speak English in front of the class?

From this question students in eighth grade of SMP RK Bintang Timur said that they scared to speak English in front of the class.

**Question 7** : Why do you scare to speak English in front of the class?

From this question students in eighth grade of SMP RK Bintang Timur said that they were shy, nervous and not confident to speak English in front the classroom.



### **Mother Tongue**

**Question 8** : What is your daily language?

From this question students in in eighth grade of SMP RK Bintang Timur said that their daily language was Indonesia.

**Question 9** : What language do you use with your classmate?

From this question students in eighth grade of SMP RK Bintang Timur said they always speak Indonesia with their classmate in their school.

**Question 10** : Is your mother tongue influence your speaking English?

From this question, the students in in eighth grade of SMP RK Bintang Timur said that their mother tongue was not influenced by their speech but four of them answered mother tongue made them difficult in speaking English.

Lack of difficult knowledge

**Question 11** : How many vocabularies do you know?

From this question students in in eighth grade of SMP RK Bintang Timur said that they only knew some vocabularies. In speaking the student must have many vocabularies, because it is so important.

**Question 12** : Do you know tenses?

From this question average the students in in eighth grade of SMP RK Bintang Timur know about tenses.

**Question 13** : How many tenses do you know?

From this question students in in eighth grade of SMP RK Bintang Timur said that they know four tenses.

### **Motivations**

**Question 14** : Are you shy if the teacher asked you to speak English in front of the class?

From this question students in in eighth grade of SMP RK Bintang Timur said that they were shy to speak English in front of the class if they would speak English.

**Question 15** : What made you shy to speak English in front of the class?

From this question students in in eighth grade of SMP RK Bintang Timur said that they were shy to speak English in front of the class because they were nervous, not confident and scared if their friends would laugh of them.

**Question 16** : Do you still have nervous if the teacher asks you to speak English in front of the class?

From this question students in in eighth grade of SMP RK Bintang Timur said that they were still nervous when they are speaking English in front of the class.

**Question 17** : What made you nervous to speak English in front of the class?

From this question students in in eighth grade of SMP RK Bintang Timur said that they were afraid to make a mistake and not confident.

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## **Discussion**

Almost all of students followed the lesson. They give their performance and they always be the listener when their teacher explanation the lesson. Only 20% students can give their opinion about the teacher question, 30% students didn't notice to the teacher explanation, 10% of students brave to give their opinion or disprove, only 60% students brave to give their respond to the teacher explanations, and the observer know that none of students be expected to manage their classroom when their teacher explain the lesson and the last only 15% of students could negotiated with their teacher and friends.



## Conclusion

Based on the qualitative research by using interview, observation technique and documentation in eighth grade in SMP RK Bintang Timur about factor affecting students' difficulties in speaking the researcher conclude there are four factors of students' difficulties in speaking. They have so many ways to improve their speaking such as reading book, English course, asking to teacher and their friends.

### a. Inhibitions

Based on this criterion, majority the students of eighth grade in SMP RK Bintang Timur, they have some problem to speak English. Their problems are they do not have many vocabularies, they are shy to speak, and their pronunciation is low. Almost the entire student said that they want to study hard to remember the vocabulary and try to speak in front of the class. The students also worry and scared to speak English, they are worry because they are nervous, when they speak in front of the class, they are not confident also, and they can not to remember what they want to say.

### b. Mother tongue

The researcher wants to know the students 'daily language is. All of the students said that their daily language is Indonesian; they always speak Indonesian in their home and school. All of the students said that their mother tongue is not influential to their speaking English.

### c. Lack of difficult knowledge

In this section, the researcher wants to know the students lack of difficult knowledge. All of the students in eleventh grade lack in vocabulary, they only know some vocabulary. They said that they know a little vocabulary. Almost all students say that they only know 2 tenses. Tenses are influenced to speaking English. Some student says that their lack in grammar too, because grammar is so difficult for them. When the students speak English in the classroom some students cannot speech with the correct pronunciation. Pronunciation is one of difficulties in speaking English for them.

### d. Motivations

In this section the researcher knows if the student shy when they speak in front of the class, their reason is because they are not confident stand in front of the class and they were scare if their pronunciation was wrong, they also nervous and afraid if their friends laugh of them if their make some mistakes.

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