ANALISIS KESULITAN PENGUASAAN KETERAMPILAN BERBICARA BAHASA INGGRIS SMPI DARUDDA'WAH PUNGGUR

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Abstract

This research aims to identify the difficulties of eighth-grade students at SMPI Darudda'wah Punggur in mastering English speaking skills and the factors contributing to these challenges. The study uses Penny Ur's theory to identify the specific difficulties students in speaking, including inhibition, lack of content to discuss, uneven participation, and overreliance on their mother tongue. To uncover the underlying causes, the study employs Jaya's theory, which emphasizes internal and external factors. The research follows a qualitative approach with a case study design, involving all eighth-grade students at SMPI Darudda'wah Punggur as subjects. Data collection was conducted through questionnaires and interviews, and the data was analyzed using Miles and Huberman's framework, which includes data reduction, data display, and conclusion. Source triangulation techniques were used to ensure the validity of the data. The findings reveal that the main difficulties faced by the students include inhibition (feeling confused, afraid of making mistakes, fear of ridicule, and challenges with vocabulary and grammar), not knowing what to say due to limited vocabulary, uneven participation stemming from a lack of interest, and the frequent use of their mother tongue. Internal factors such as low motivation, weak cognitive abilities, and low self-confidence, along with external factors like limited social support, less interactive teaching methods, and insufficient opportunities to practice English, contribute to these difficulties. These factors collectively hinder students from mastering their English-speaking skills.

Keywords: Difficulties, Speaking Skills, Qualitative research

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi kesulitan yang dihadapi oleh siswa kelas delapan di SMPI Darudda'wah Punggur dalam menguasai keterampilan berbicara bahasa Inggris serta faktor-faktor yang menyebabkannya. Studi ini menggunakan teori Penny Ur untuk mengidentifikasi kesulitan spesifik yang dihadapi siswa dalam berbicara, termasuk hambatan, kekurangan topik untuk dibahas, partisipasi yang tidak merata, dan ketergantungan berlebihan pada bahasa ibu mereka. Untuk mengungkap penyebab mendasarnya, penelitian ini menggunakan teori Jaya yang menekankan faktor internal dan eksternal. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, melibatkan semua siswa kelas delapan di SMPI Darudda'wah Punggur sebagai subjek. Pengumpulan data dilakukan melalui kuesioner dan wawancara, dan data dianalisis menggunakan kerangka kerja Miles dan Huberman, yang mencakup reduksi data, tampilan data, dan kesimpulan. Teknik triangulasi sumber digunakan untuk memastikan validitas data. Temuan menunjukkan bahwa kesulitan utama yang dihadapi siswa meliputi hambatan (merasa bingung, takut membuat kesalahan, takut diejek, dan tantangan dengan kosakata serta tata bahasa), tidak tahu apa yang harus dikatakan karena keterbatasan kosakata, partisipasi yang tidak merata akibat kurangnya minat, dan penggunaan bahasa ibu yang sering. Faktor internal seperti motivasi rendah, kemampuan kognitif yang lemah, dan kurangnya rasa percaya diri, bersama dengan faktor eksternal seperti dukungan sosial yang terbatas, metode pengajaran yang kurang interaktif, dan kurangnya kesempatan untuk berlatih bahasa Inggris, berkontribusi pada kesulitan ini. Faktor-faktor ini secara keseluruhan menghambat siswa dalam menguasai keterampilan berbicara bahasa Inggris mereka.

Kata kunci: Kesulitan, Keterampilan Berbicara, Penelitian kualitatif

1. BACKGROUND

Speaking is the ability to communicate verbally. This skill helps students interact effectively in school and is important for their future careers. Developing speaking skills has become a key focus in education. According to Richards (2008), good speaking skills are crucial not only for academic success but also for future personal and professional growth. Students who speak fluently have an advantage in the global job market. Secondary school students come from various backgrounds and, as a result, have

different levels of English speaking ability. Some students may have more experience in communication, while others might need extra support to improve their speaking skills. Learning to speak a second or foreign language can be challenging due to issues like anxiety, limited vocabulary, and difficulties with language structure.

During my experience with PPL2 at SMPI Darudda'wah Punggur, I observed that many students struggled with speaking English. Common issues included embarrassment, fear of making mistakes, and challenges with vocabulary and grammar. Brown (2003) highlights that students often face problems with vocabulary, pronunciation, grammar, and fluency in speaking. Even though speaking skills are a crucial part of the curriculum, students' difficulties in this area are often not given enough attention. Observations show that there is a significant need to explore these challenges more thoroughly. This research aims to investigate the difficulties students face in mastering English speaking skills. Inspired by this, the research titled "Analysis of Difficulties in Mastering English Speaking Skills in Junior High School Students: A Case Study at SMPI Darudda'wah Punggur" was conducted. The study focuses on all 8th-grade students at SMPI Darudda'wah, intending to analyze their speaking difficulties in depth. By understanding these challenges, the research hopes to improve students' speaking skills at the secondary school level.

2. METHOD

In this research, researchers use a qualitative approach. This qualitative approach was chosen because the researcher wanted to understand in depth the difficulties faced by students in mastering speaking skills at SMPI Darudda'wah Punggur. Gay, Mills, and Airasian (2005) stated that descriptive research is a research method that aims to describe the characteristics of a thing or event being investigated without changing the environment or conditions in which the research is carried out. This qualitative approach was chosen because the researcher wanted to understand in depth the difficulties faced by students in mastering speaking skills at SMPI Darudda'wah Punggur. According to Renjith et al. (2021) identify five main types of qualitative research designs: narrative, phenomenological, grounded theory, historical, and case study. This research uses a case study design. A case study involves a thorough investigation of a specific case, such as a program, event, or individual, to gather detailed information in a real-life context (Creswell, 2014). By using this method, the research aims to provide a detailed understanding of the difficulties students face.

3. RESULTS AND DISCUSSION

In this study, researchers obtained data based on the results of a questionnaire that was given to all eighth-grade students at SMPI Darudda'wah Punggur, totaling 16 students. This questionnaire consists of 14 questions, of which questions number 1-8 are questions that contain questions about the difficulties students experience in speaking English. Meanwhile, questions from numbers 9–14 are questions that contain factors that cause students to have difficulty speaking English. other data was obtained through in-depth interviews with 4 students in the class. This interview consists of 14 questions which also contain questions about the difficulties students experience in speaking English along with the factors that cause these difficulties.

1) **Difficulty in Mastering English Speaking Skills**
   a) Inhibition
      In the questionnaire, the researcher asked two questions regarding inhibition. The first question is about what students feel when speaking English. As a result, 2 students (12.5%) answered that they felt very happy when speaking in English, 3 students (18.75%) answered that they were afraid of saying something wrong, 4 students (25%) found it difficult to understand, and 7 students (43.75%) answered that they felt confused when they wanted to speak in English. The second question on inhibition is about what obstacles students experience when speaking English. The results showed that 1 student (6.25%) felt embarrassed when they wanted to speak in English, 2 students (12.5%) answered that they were afraid of being ridiculed by classmates when speaking in English, 6 students (37.5%) felt it was difficult to understand vocabulary and grammar, and 7 students (43.75%) felt that the surrounding environment was not supportive enough to speak English.

b) Nothing to say

In the second type of speaking difficulty, the researcher only asked one question to answer this research question. In the questionnaire, the researcher asked what makes it difficult for students to speak. and the result was that 1 student (6.25%) answered that they had no ideas to say, 6 students (37.5%) answered that they lacked vocabulary and grammar, and 9 students (56.25%) did not know how to pronounce words.

c) Low or uneven participation

In this section, the researcher asks two questions related to low or uneven student participation. For the first question, do students always get the opportunity to speak English in class, based on the results of the questionnaire, researchers found that 1 student (6.25%) answered that they very often get the opportunity to speak English, 2 students (12.5%) answered often, then 10 students (62.5%) answered that only sometimes they get the opportunity to speak English, and 3 students (18.75%) answered never.

d) Mother tongue use

For this type of difficulty, researchers asked three questions related to the use of the mother tongue. For the first question, namely, do students often find it difficult to pronounce newly discovered words? Based on the results of the questionnaire, researchers found that 5 students (31.25%) answered that they often had difficulty pronouncing new vocabulary, 7 students (43.75%) answered that they often found it difficult, 4 students (25%) answered that sometimes they had difficulty pronouncing new vocabulary, and 0 students (0%) chose never.

2) **Factors that Cause Difficulties in Mastering Speaking Skills**

a. Internal factors

In this internal factor, the researcher asked three questions related to factors that originate from within the students themselves and cause difficulties in mastering their English-speaking skills. Based on the results of the questionnaire, for the first question, namely, whether motivation is a factor that can influence students' mastery of speaking skills, the result is that 2 students (12.5%) chose to strongly agree that motivation is a factor that greatly influences the mastery of speaking skills, 8 students (50%) chose to agree that motivation can influence mastery of speaking skills, 6 students (37.5%) chose neutral, and 0 students (0%) chose to disagree.

b. External factors

For these external factors, the researcher also asked three questions related to factors from outside the individual that could also be the cause of students experiencing difficulties in mastering speaking skills. In the questionnaire, for the first question, namely regarding social support from the surrounding environment, 3 students (18.75%) chose to strongly agree that support from the surrounding environment can also hinder students' speaking abilities, 9 students (56.25%) chose to agree, 4 students (25%) chose to be neutral, and 0 students (0%) chose to disagree.

4. CONCLUSION

Based on the results of the analysis, the researchers concluded that each student in the eighth grade at SMPI Darudda'wah Punggur experienced different difficulties. Starting from inhibition, nothing to say, low or uneven participants, and mother tongue use. In this inhibition, students feel confused, afraid of making mistakes, afraid of being ridiculed, have difficulty understanding vocabulary and grammar, and are also in an unsupportive environment. For nothing to say, students feel confused and don't know what to say or how to pronounce it because of their lack of vocabulary and grammar. Then, at low or uneven participation, students feel less interested and motivated to take part in learning to speak English. The last difficulty is mother tongue use; in this case, the students feel more comfortable using their mother tongue than having to learn to speak English.

The difficulties experienced by eighth-grade students at SMPI Darudda'wah Punggur are caused by two factors, namely internal factors and external factors. Internal factors experienced by students include a lack of motivation, which makes it difficult for them to have a reason to continue practicing speaking English. Then there are weak cognitive abilities, which make it difficult for them to master vocabulary and grammar, and the last internal factor is their low self-confidence. External factors

experienced by students are that they feel they do not get enough social support from family and friends and the surrounding environment. Then the teacher's teaching methods are less interactive and focus too much on teaching grammar and translating vocabulary. Lastly, students also lack interaction using English because the surrounding environment is less supportive.

5. ACKNOWLEDGMENT

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