

THE FACTORS CAUSING THE ELEVENTH-GRADE STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT SMAN 1 MUKOMUKO BENGKULU

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ABSTRACT

The purpose of this research is to find out the factors that cause students' difficulties in speaking English. This research method is a descriptive method. The population of this research is eleventh-grade students of SMAN 1 Mukomuko. The total sampling technique was used in this research. There are 276 students as a sample. The instrument for collecting the data in this research is a questionnaire. The questionnaire is valid in terms of content and and it was reliable after finding out its reliability using Cronbach's alpha (0.608). After analyzing the data, it is found that there are two factors causing students' difficulties in speaking English at SMAN 1 Mukomuko. They are internal and external factors. It is proved by the data that 59% of students found difficulties in speaking English because of internal factors. There are 4 kinds of internal factors they are anxiety (64%), shyness (63%), motivation (68%), and students' knowledge (50.36%). The other finding was 66% students found difficulties in speaking English because of external factors. There are 3 kinds of external factors. They are teacher teaching materials (83%), management in teaching learning English (68%), and school environment (65%). Based on the conclusion, it is recommended that teachers pay attention to students' internal factors and external factors in speaking, English because these factors cause students' difficulties in speaking English at SMAN 1 Mukomuko, especially motivation (internal factors) and teacher teaching materials (external factors).

INTRODUCTION

There are many different languages around the world, one of them is English. In Indonesia, English is learned from junior high school, senior high school, until university level. In learning English, the students have mastered all of the language skills and components. There are four skills that students should master in English. They are listening, speaking, reading, and writing.

Being good at Speaking English is really needed. Without speaking, students will be dumb. It means students should be able to communicate with others to get or share information and/or to express what they feel. Students of SMAN 1 Mukomuko are also learning English. One of them is speaking skills.

From the information provided by the English teacher through an interview on July 21, 2023, it was found that students had difficulties in speaking English. It is identified when the students were asked to speak English in front of the class, they could not speak fluently, and they had limited vocabulary. Then they were too shy to speak English.

Andas (2020) states that there are two factors causing students' difficulties in speaking. They are internal and external factors. Based on the description above, the researcher is interested in conducting research about factors that cause students' difficulties in speaking English entitled, The Factors Causing the

Eleventh Grade Students' Difficulties in Speaking English at SMAN 1 Mukomuko, Bengkulu.

Speaking English is not easy for students. It becomes problems for students because they must study hard if they want to be fluent and have good comprehension in speaking. According to Putri , a common difficulty in speaking is students are not confident and have limited fluency and limited vocabulary. In addition, Dong (2022) pointed out that there are many factors that cause students' difficulties in speaking English. Some of the factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. Some various kinds of influencing speaking are internal factors and external factors.

METHOD

The descriptive research answers the problems studied through empirical data from the field. This study described the factors causing the students' difficulties in speaking English. The population of the study is eleventh-grade students of SMAN 1 Mukomuko.

The reason that researcher took the overall sample is because the total sampling technique or census sampling is a technique of determining representative sample .

The instrument to collect the data in this research is a questionnaire. The questionnaire was a data collection technique that was done by giving a written statement to answer. The questionnaire includes structured questions using Likert scales to assess students' degree of agreement with claims about English speaking skills.

The second criteria of a good questionnaire is reliable. Sugiyono (2020) defines reliability of questionnaire is the extent to which measurement results utilizing the same object yield the same data. This reliability was tested on 276 eleventh grade students at SMAN 1 Mukomuko using questions that had been deemed valid and reliable. According to Arikunto (2020) the Alpha formulation can be used to determine an instrument's reliability. The statement in the questionnaire uses a likert scale .

After analyzing the reliability of the questionnaire it was found that reliability of the questionnaire was 0.608 . Based on Arikunto criteria the questionnaire is reliable.

The researcher explained the instructions of the questionnaire to the students. The researcher asked the student to respond the questionnaire.

FINDING

Referring to the formulations of the problem, the finding answered the question formulated such as "What factors causing students' difficulties in speaking English at SMAN 1 Mukomuko. To answer that question, that researcher have got students' score from the students' questionnaire that has 28 items. The highest possible score is 112 and the lowest one is 28. The highest score got by students is 86 and the lowest one is 60. The total score got by student's 20606, and mean score is 74 . Based on the criteria in chapter 3 it was found that there are 162 students who have score ≥ 74 and 114 students who have score < 74 . It means that factors that cause students' difficulties in speaking English are internal and external factors, and there are 164 students have internal factor as the causes of their difficulties in speaking and 181 students have external factors as the causes of their difficulties in speaking. In order to be clear see table 4 below:

Tabel 1 Factors Causing Students' Difficulties

Factors	Number of students	Percentage
Whole factors	162	59%
Internal factors	164	59%
External Factors	181	66%

DISCUSSION

Based on the findings, there are some factors contributing to students' difficulties in speaking English at SMAN 1 Mukomuko. They are internal and external factors. Internal factors consist of anxiety, shyness, motivation, and students knowledge. Meanwhile, the external factors consist of teacher teaching materials, management teaching learning English, and school environment.

Four internal factors cause students' difficulties in speaking English at SMAN 1 Mukomuko. They are anxiety, shyness, motivation, students' knowledge. When the researcher analyzed the questionnaire, the most dominant internal factor that cause students' difficulty in speaking English, was motivation because 68% of students have difficulty in speaking English at SMAN 1 Mukomuko, because of motivation factors.

From the external factors, there are three factors cause the student's difficulties in speaking English; they are, teacher teaching materials, management in teaching learning English, and school environment. When the researcher analyzed the questionnaire the dominant factor that caused student's difficulties in speaking English at SMAN 1 Mukomuko was teacher teaching materials because 83% of students had difficulties that are dominantly caused by teacher teaching materials factors.

CONCLUSIONS AND SUGGESTIONS

Based on the result in chapter 4, the researcher concluded as follows:

1. There are two main factors causing the students' difficulties in speaking English, they are internal factor (59%) and external factor (66%).
2. The internal factors causing the students difficulties are anxiety (64%), shyness (63%), motivation (68%) and students' knowledge (50,36%).
3. The external factors causing the students difficulties are teacher teaching materials (83%), management in teaching English (68%), school environment (65%).

The researcher suggest teachers to pay attention to both internal and external factors when teaching English speaking, particularly motivation (internal factor) and teachers' teaching materials (external factor).

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