

## An Analysis of Speaking Barriers in English Learning at Senior High School in Songgon Sub-district

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### Abstract

Speaking is an important things in interaction, and speaking English is very important to learn to communication when people from the different nations meet. This research aimed to find the type and the dominant barriers in speaking English learning at Senior High School in Songgon Sub-district. The research design was descriptive qualitative. The respondent were 160 from three school in Songgon Sub-district, they are 69 respondent from MA Alfatah, 17 respondent from SMA 4 Muhammadiyah, and 74 respondent from SMK Nurut Taqwa which determined by using cluster sampling. The data were taken by using online system of questionnaire and interview. The data from questionnaire was analyzed by using Likert scale. The data analysis was determined based on theory linguistics barrier and non-linguistic barriers. Analysis questionnaire and interview data showed that students at Senior high school In Songgon sub-district have high Barriers in speaking English learning. The type of barriers had by students showed the percentage score of each indicator are 66% in speaking barrier, 57% in lack of vocabulary, 65% poor in grammar, 64% poor in pronunciation, 71% in lack of motivation, 62% in fear of mistake, 61% in anxiety, 65% in lack of confidence, and 57% in shyness. The most dominant barriers had by students are poor in grammar from linguistic factor and lack of motivation from non-linguistic factor.

**Keyword:** *Speaking Skill, Barriers on Speaking Skill*

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### A. Introduction

Education is a learning process which gives knowledge skills, as well as developing the potency needed by someone. Putri (2018) argues that education must be directed to produce people who are capable of competitiveness, have good character and morals and quality. Education itself is a forum that provides a variety of opportunities for students to gain educational experience to encourage student growth and development. Besides that at school students are also taught various subjects, and it must be mastered by students, but in reality there are some subjects that are considered difficult by students, one of which is English lessons. In accordance with this quote that English is also one of the introduction to the success of one's academic field and to support a career in the world of work, it shows how important mastery of foreign languages, (Sinaga as cited in Megawati,

2016). Therefore, students are expected to be able to master English. In English there are basic skills: (1) Speaking, (2) reading, (3) reading, (4) listening In this study, the researcher will focus on the speaking skills.

Based on the observation at three senior high school in Songgon sub-district, there are MA Alfatah, SMA 4 Muhammadiyah, and SMK Nurut Taqwa was have barriers in speaking skill. Speaking is important thing in interaction. According to Florez (as cited in Hadijah, 2014) the interaction process that involves producing, receiving, and processing information to develop meaning is called speaking. The main purpose of speaking is to communication, train to speak fluently, convey the feelings with a sentence be able to arrange sentence correctly. There are some Element of speaking must be considered when someone will speak English. Huges (as cited in Rahmawati, 2018) state that pronunciation, vocabulary, grammar, fluency and comprehension are element of speaking.

By having good English Speaking skill will be useful for the speaker in many situations and places in this era. Such as in the school education, apply to get the job, or when someone goes to the other country, because English is an international language (Arifin, 2017). The ability to speak skillfully, provides the speaker with several distinct advantages. According to Rao (2019), there are several advantages of speaking skill:

1. To highly motivate and attract the customers in buying the products.
2. To improve the overall development of the speaker's personality.
3. To get better employment opportunities all over the world.
4. To interact with people all around the globe.
5. To boost up the speakers' self-confidence.
6. To communicate effectively with others.
7. To pursue higher studies in foreign country.
8. To perform well in the job interviews.

Nowadays, speaking effectively has become a concern of from the general public. It is has been one of the prominent qualities can help you get the attention of other people. Finally, speaking skills are currently the most important skills, because speaking skills are demanded which are mostly used in communication.

There are two factors that influence speaking activities, namely linguistic and non-linguistic aspect (Astuti, 2019). Linguistics learns about language, and where in studying linguistics there are several servants such as lack of vocabulary, grammar and pronunciation. According to Richard as cited in Fitriani, et al (2015) declare that there are several kinds of students' barriers in speaking, such as lack of vocabulary, poor in grammar and pronunciation. For more details, those three aspects will be explained clearly, as follows:

## 1. Poor in pronunciation

pronunciation is one of the most important and problematic areas faced by learners while learning English despite the amount of training in classes (Gilakjani as cited in Celik and Kocaman, 2016). That in spoken English, the vocabulary used must be very familiar and used in everyday conversation to understand spoken discourse, because vocabulary is the basic block of language learning.

## 2. Lack of vocabulary

Students are often not confident when speaking English maybe because they lack vocabulary, (Swary, 2014). One of the keys to success in communicative is the power of words. Students need to know the words, their meanings, how they are spelled and how they are spoken.

## 3. Poor in grammar

Grammar is needed for students to arrange correct sentences in conversations both in written and oral forms. If students experience barriers in grammar, then they will also be difficult to produce an English sentence. In addition learning grammar is very important, it is impossible if learning languages without knowing grammar rules, (Simbolon, 2015). In speaking English grammar is very influential in composing sentences, so that pronunciation can be arranged correctly and the listener understands what is being said.

Non linguistics berries are barriers that affect students' speaking skills, here are barriers aside from the language aspect. Non-linguistic barriers can be caused by psychological factors. According to Munir (2018) there are five factors of psychological that cause students obstacles in speaking, they are: fear of mistakes, shyness, anxiety, lack of confidence, lack of motivation.

### 1. Fear of Mistake

Fear of mistakes is one of the factors that causes students to be lazy in speaking English (Madacy, 2018). As mentioned by Januariza and Hendriani (2016) when speaking English students are influenced by fear of being laughed at by other friends and criticized by the teacher when speaking wrong in English. From the above statement it can be seen that the fear of mistake is very influential on the ability of students to speak English.

### 2. Shyness

Shyness is a shame that is currently faced by many students, this is caused by emotional feelings that require them to speaking in English class (Rahayu, 2015). The shyness that ultimately makes students not dare to speak in front of people, as said by Baldwin (as cited in Nakhalah, 2016) Further explained that speaking in front of people is one of the more common phobias students encounter and feelings of shame make their minds go blank or they will forget what to understand.

### 3. Anxiety

Anxiety is a natural psychological aspect that contains feelings of fear that sometimes cannot be controlled (Javed et all as cited in Ariyanti, 2016). Self-anxiety is also a factor that greatly influences speech skills. From this anxiety students become afraid to speak and worry when told to speak the language in class.

### 4. Lack of confidence

When speaking English students usually feel lack of confidence when they find out that their conversation partner does not understand what they are talking about or they do not understand the conversation of others (Nakhalah, 2016). they

would rather keep silent while others do talking showing that the students are lack of confidence to communicate (Munir, 2018). From the above statement it can be seen that self-confidence is one of the factors that affect students' ability to speak English.

#### 5. Lack of motivation

According to Nunan as cited in Munir (2018) state that motivation is important to notice in that it can affect students' reluctance to speak in English. Based on the statement above that motivation is the willingness that comes from students to be more active in learning something.

## B. Research Method

### 1. Research Design

This research used descriptive qualitative design. Descriptive qualitative was used to measure the Speaking Barriers in English Learning at Senior High School in Songgon Sub-district.

### 2. The Research Area

This research was conducted in senior high school in Songgon sub-district, where in Songgon there are 3 high schools namely: SMA Muhammadiyah 4 Songgon, MA Alfatah, and SMK Nurut Taqwa Songgon. The respondent of this research were eleventh grade students from 3 senior high schools in Songgon sub-district, there were 160 students as the sample of the research, there are 17 students from SMA Muhammadiyah 4 Songgon, 69 students from MA Alfatah, 74 students from SMK Nurut Taqwa.

### 3. The Research Respondent

The sample determination technique according to ISSAC and Michael in Sugiono (2017: 128), with consider on source of funds, times, and energy available, the researcher decided significance level of 10% and this study was determined by using clusters sampling, it is more effective for classroom research, because it will not mix students from other classes.

### 4. Data Collection Method

Data collection method in this research used online system of questionnaire and interview to take the data, because of covid-19 disease pandemic. the questionnaires are made in *google form* and distributed to students by using their class *Whats App* group, to find out what kinds of barriers that students face in speaking and what the dominant barriers in speaking skill. The questionnaire of this research consist with 25 statement, were formulated from 9 indicators of barriers in speaking. The following is distribution of questionnaire item:

Table 1. Scoring Guide

No	Indicator	Item test	Total
1.	Speaking barriers	1,2,3	3

<b>2.</b>	<b>Linguistics aspect</b>		
	1. Lack of vocabulary	4, 5, 6	3
	2. Poor in grammar	7, 8	2
	3. Poor in pronunciation	9, 10, 11	3
<b>3.</b>	<b>Non-linguistics aspect</b>		
	1. lack of motivation	12, 13, 14	3
	2. fear of mistake	15,16, 17	3
	3. anxiety	18, 19	2
	4. lack of confidence	20, 21, 22	3
	5. shyness	23,24,25	3
	<b>TOTAL</b>		<b>25</b>

The researcher used Likert scale to find the level of questionnaire. Sugiyono (2017) said that Likert scale is used to measure attitude, opinion, and perception of people about social phenomenon. To measure speaking barriers in English learning at senior high school in Songgon district, the researcher used the Likert scale with four options of answer for each statement. There were always, often, seldom, and never. Besides that, to measure the percentage level of barriers, researcher used formula as follow:

$$\text{Index \%} = N/Y \times 100$$

Index%	=	Percentage of Level
N	=	Total Score
Y	=	Maximum Score

## 5. Data Analysis Method

Interview is a data collection technique used to find out things from more in-depth respondents and the number of respondents is small (Sugiono, 2017). In this study the researcher used semi structured interview. As the follow up the questionnaire, the researcher were interview nine students based on the result of questionnaire three of the top level, three of the middle one, and then three of the lower one. The data was taken by using mobile phone through *WhatsApp* application in connecting the researcher to the respondent, to obtain more detailed and accurate information about what the Barriers of Speaking in English learning in senior high school in Songgon District. The following was the distribution of interview items:

Table 2. The Distribution of Interview Items

No.	Indicator	Item Test	Total
1.	Students' perception about English	1, 2	2
2.	Students fell barriers in linguistics aspect	3, 4,	2
3.	Students fell barriers in non-linguistics aspect	5, 6,	2
		<b>Total</b>	<b>6</b>

This research used Miles and Huberman Qualitative Analysis. There are some steps in analyzing data. These are data reduction, data display, and conclusion drawing/ verification.

## C. Conclusion

Based on the results of the data analysis, it was found that the students at senior high school in Songgon sub district have barrier in speaking English. The type of barriers had by the students at senior high school in Songgon sub district from linguistic factor they are lack of vocabulary, poor in grammar, and poor in pronunciation. The type of barriers from non-linguistic had by the students at senior high school in Songgon sub district they are lack of motivation, fear of mistake, anxiety , lack of confidence, and shyness.

The most dominant barriers had by the students at senior high school in Songgon sub-district from linguistic factor was poor in grammar, the percentage is 65%. The students find it difficult when speaking English, because of difficult in arrange sentence properly using proper grammar. The most dominant barriers from non-linguistic factor was the lack of motivation, the percentage is 71%. The Students feel they have barriers in speaking English maybe because they lack motivation to learn English well.

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