

## PROBLEM FACED BY THE RURAL AREA STUDENTS IN LEARNING ENGLISH SPEAKING

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### ABSTRAK

*Penelitian ini berfokus pada siswa yang tinggal di daerah pedesaan dalam belajar berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui masalah dalam keterampilan berbicara dan untuk mengetahui penyebab masalah berbicara dalam keterampilan berbicara yang dihadapi oleh siswa kelas delapan MTs. Muhammadiyah Tolitoli. Sekolah MTs Muhammadiyah terletak di Kecamatan Baolan, Kabupaten Tolitoli, Sulawesi Tengah. Metode penelitian ini adalah metode penelitian kualitatif sedangkan sampel penelitian ini adalah siswa kelas VIII MTs. Muhammadiyah Tolitoli dipilih secara convenience sampling. Observasi, wawancara, dan kuesioner merupakan alat pengumpulan data. Berdasarkan data yang dikumpulkan dari angket, wawancara, dan observasi, ditemukan bahwa faktor keterampilan merupakan masalah yang paling dominan daripada faktor pengetahuan. Ditemukan bahwa 80% bermasalah dengan kurang percaya diri, 60% bermasalah dengan kurang motivasi, dan 60% bermasalah dengan rasa malu dalam belajar berbicara bahasa Inggris. Disusul oleh faktor pengetahuan yang berarti persentase 72% aspek pengetahuan dalam pembelajaran berbicara, 56% pengucapan, dan 52% kurangnya kosakata. Penyebab masalah berbicara yang dihadapi oleh siswa kelas delapan MTs. Muhammadiyah Tolitoli adalah hambatan, lingkungan, dan bahasa ibu yang digunakan.*

**Kata kunci:** Berbicara Bahasa Inggris, Masalah, Daerah Pedesaan

### ABSTRACT

This research focuses on students who live in rural areas in learning English speaking. The objective of the research is to find out the problems in speaking skills and to find out the causes of speaking problems in speaking skills encountered by the eighth-grade students of MTs. Muhammadiyah Tolitoli. MTs Muhammadiyah School was located in Baolan district, Tolitoli regency, in Central Sulawesi. The method of this research is qualitative research method while the sample of this research was the eighth-grade students of MTs. Muhammadiyah Tolitoli was chosen by convenience sampling. Observation, interviews, and Questionnaires were the tools of data collection. Based on the data collected from questionnaires, interviews, and observations, it was found that skill factors are the most dominant problem than knowledge factors. It was found that 80% were problems with lack of confidence, 60% were problems with less motivation, and 60 % had problems with feeling shy in learning English speaking. It is followed by the knowledge factor which means a percentage of 72% the aspect of knowledge in learning speaking, 56% pronunciation, and 52% lack of vocabulary. The causes of speaking problems encountered by the eighth-grade students of MTs. Muhammadiyah Tolitoli is inhibition, environment, and mother tongue used.

**Keywords:** English Speaking, Problem, Rural Areas

## INTRODUCTION

In learning English, at least there are four skills of language that reality must be mastered by all of the students. They are listening, speaking, reading, and also writing. These four skills are interconnecting with one another and practicing all of them daily will greatly improve the learning process. Many people tend to put more effort into certain skills and not enough into other skills. Interestingly enough, speaking is the skill most people wish to be good at and become the focus of the study since the students learn English.

Acquiring a language requires the mastery of four main skill (listening, speaking, reading, and writing). Researchers such as Ur (1996); Leong & Ahmadi (2017); and Shteivi & Hamuda (2016) declared that among the four skills, speaking is considered the most effective and significant skills : people who know a language are referred to as “speakers” of that language as if speaking included all other kinds of knowledge and most foreign language learners are primarily interested in learning to speak. Speaking is the important one of the four skills.

Speaking is the process of expressing idea between speaker and listener and it is a productive skill. According to Purnomo, (2018) in journal *The Implementation of 2013 Curriculum in English Lesson*, “The objective of Curriculum 2013 is creating productive, creative, innovative, through strengthening affective attitudes, skills, and integrated knowledge for Indonesians.” Nevertheless, despite the complexity of the Curriculum 2013, there are also some opportunities that can positively influence the teaching and learning practice. When people speak, he or she sends information or ideas to another person. Speaking is to utter words orally, talk to communicate as by talking to request to make a speech. Speaking is the use of language quickly and confidently with few unnatural pauses, which is called fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Therefore, the researcher concludes that speaking is the ability to produce the language and share ideas.

Usually, students’ problem in learning speaking comes from the difficulties in a speaking activity faced by students. The difficulties that student speaker faces break down into two main areas. They are knowledge factors and skill factors. In the knowledge factors, the students do not know the aspects of knowledge in speaking such as grammar, pronunciation, and vocabulary. Besides that, in the skill factors, the students are lack confidence which might inhibit fluency. Because of this statements, the researchers is interested in analyzing the student’s problems in learning speaking English at MTs. Muhammadiyah Tolitoli.

Based on the result of relevant studies, The research conducted by Ayu (2018) Found that the students problem in learning speaking were lack of grammar, never practice to speak English, Minimum opportunities, and nervousness. Meanwhile, the research conducted by Yuniasti (2021) found that the difficulties of speaking skill

encountered by the students were linguistics problems and psychological problems. In linguistics problems, she found difficulty in pronouncing English words. Furthermore, in psychological problem, they were fear of making mistake and anxiety.

To address the gap it is crucial to conduct the research about problem faced by students in learning English speaking. Since it described the students' knowledge factors, (knowing the aspect of knowledge in learning speaking , lack of vocabulary, bad in pronunciation) and skill factors ( lack of confidence, less motivation, and shyness ). This research was described by applying the theory proposed by ( Thornbury, 2005 ), as well as it described the cause of the problem in learning speaking by applied the theory proposed by ( Ur, 1991 ).

## METHOD

This research applied a qualitative approach. The qualitative approach seeks to discover deeper into the research setting to obtain a deep understanding of the way things are. Moreover, for the design, the researchers applies a case study research design. A case study is a type of ethnographic study which focuses on a single unit, such as one individual, group, organization, or program. According to Mills & Gay (2016), case study research is appropriate when the researchers is interested in studying the process of qualitative questions. Mills & Gay, (2016) also add that case study research is useful when describing the context of the study and the extent to which a particular program or innovation has been implemented.

The researchers used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one understanding of whatever is being investigated. Then, triangulation of method consist of observation, interview and questionnaire. The description of these instruments are as follows:

1. Observation is collecting data process which in this research the researchers observes the research situation. Observation is properly used in the research which is related to teaching learning process, student's activity, and problem which may arise. The observation was conducted to know the process of teaching and learning speaking conducted in three meetings and students' problems and the cause of the problem in learning to speak.
2. Interviews are good research techniques when you want to know what people think or feel about something. According to Stainback (1988 ), interviewing provide the writer means to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation. It means that interview is a conversation between two people where asked by the interviewer to gain deeper understanding through observation. to support the data of observation, it was employed an interview with the teacher to investigate the cause of problem faced by the students during the process of teaching and learning English speaking

3. Instrument in this research is questionnaire. In this research, the researchers used the type of close questionnaires. Based on Arikunto (2010) close questionnaires is the question which the respondents can directly answer. Question formats in this research using multiple choices. Multiple choice questions except the respondent are give a choice of answers and must check one. Distinct choices may make the analysis easier and they provide natural groupings for comparing respondents of various types. the questionnaire was applied to the students in order to support the data of observation and interview.

The researchers analyzes the data by using qualitative data analysis. This analysis is a process of obtaining and arranging the data taken from the interview and questionnaire. Qualitative data analysis consists of three activities. These data analysis steps are adapted from Male (2016) and they are data reduction, data display, and conclusion drawing/verification. Each of the three is explained as follows:

1. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. Data reduction occurs continuously throughout the life of any qualitatively oriented project. The data reduction/transforming process continues after fieldwork until a final report is completed. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that a conclusion can be drawn and verified.

2. Data display is a stage of an organized, compressed assembly of information that permits conclusion drawing and action. The display includes many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analysis can see what is happening and either draw justified conclusions or move on to the next step of the analysis the display suggests may be useful.

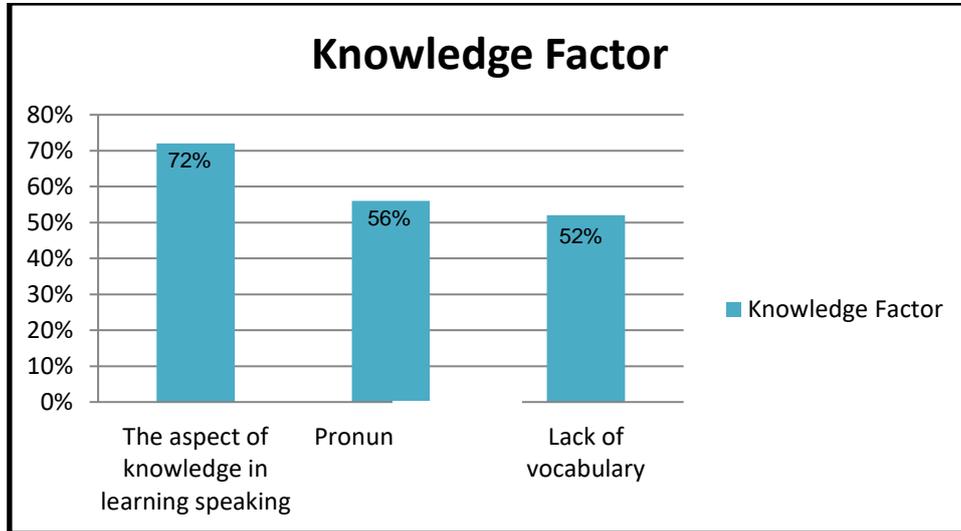
3. Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through an elaborate, with lengthy argumentation and review among colleagues to develop "inter-subjective consensus" or with extensive efforts to replicate a finding in another data set.

## **RESEARCH FINDINGS**

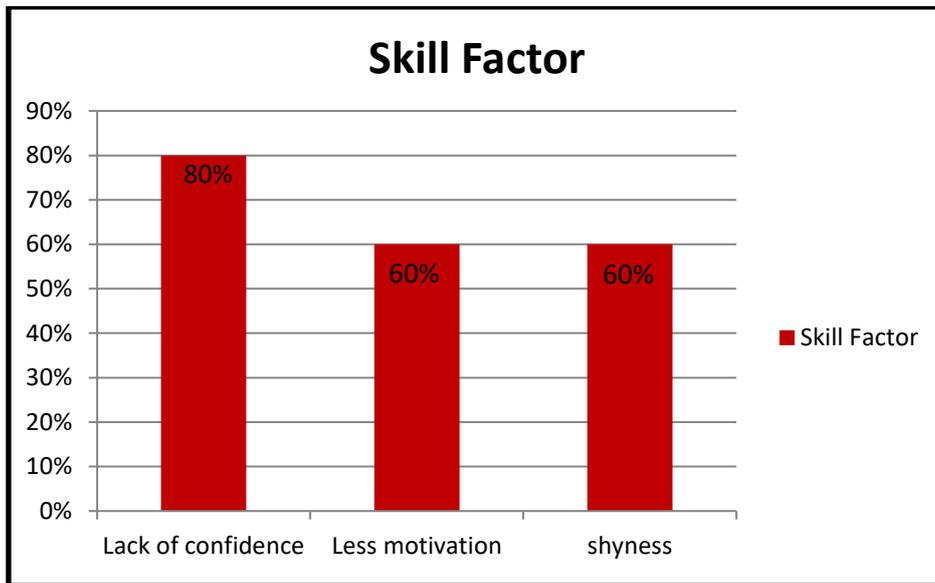
### **The Students' Problem in Learning Speaking**

The researchers employed the observation checklist and gave the questionnaire to know the students' problem in learning speaking. As Thornbury (2005) stated that the problems that learner speaker faces break down into two main area such as knowledge factor and skill factor. In knowledge factor the students do not know the aspects of knowledge in learning speaking, pronunciation, and lack of vocabulary. Beside, the skill factor, the students are lack of confidence, less motivation, and shyness which might inhibit fluency.

**Percentage of Knowledge Factor**



**Percentage of Skill Factor**



Based on the result of observation and the students' answer to the questionnaire sheets, the researchers concluded that the problems faced by the students were:

1. Most of the students did not know the aspects of language that enable production in learning speaking.
2. The students lacked of vocabulary. So, they felt difficult when they tried to speak English because of limited of vocabulary.
3. The students had no good in pronunciation. When the students tried to speak English they difficult to pronounce the word correctly.
4. The students had lack of confidence.

5. The students had lack motivation in learning Speaking.

6. The students feel shy in speaking English.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students even there were more problems that happen in learning speaking. After the researchers analyzed and found out the conclusion of the research, hopefully the researchers gave contribution of the research to better way. Learning speaking should be supported by learning pronunciation, understanding grammar, rich of vocabulary and interesting teaching style by teacher, so the students were interested and can make a good sentence and pronounce the words correctly in learning speaking.

The researchers assumed that teaching-learning speaking was still not maximal. The teacher did not apply all of the procedure based on the theory of the experts. Based on the theory of Brown (2007) there were procedures of teaching speaking. There were Pre teaching; student's interest in planning task. While teaching; setup the initial pair work and give the students five to ten minutes to discuss, add to or to modify the list of suggestions. Then, when the initial discussion is over, the teacher should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task. Post teaching; chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.

Based on the result of observation, showed that the process of teaching and learning were accordance with the theory of Brown (2007). The teacher has applied almost all the steps in teaching speaking but there were some steps that skipped in teaching and learning process in the first meeting the teacher did not do the evaluation in post activity, she just ended the class when the time was up, many students still confused and their limited by time so they did not get the conclusion whether they did mistakes or not. In the other hand, in the second meeting the teacher forgot to explain the purpose of learning in pre-activity and did not do the evaluation again in post activity. It was important to explain the purpose of learning because it would rise their spirit and motivated them to be enthusiast in learning speaking. Whereas, the evaluation used to review and analyze the result of their activity in learning speaking.

The researchers employed the observation and gave the questionnaire to know the students' problems in learning speaking. Having conducted the research, the researcher found the problems of students in learning speaking at MTs. Muhammadiyah Tolitoli.

Although the teacher has taught the lesson based on the procedure, unfortunately, the phenomenon in the preliminary research happened again in the current research such as their ability in learning speaking was still under average, then they were difficult to make conversation because they were lack of vocabulary and also the students were still not be able to pronounce the word correctly.

The researchers believed that it was happened because there were some steps that the teacher skipped It was supported by interviewing the teacher, she said that the reason why she skipped the steps because of limitation of the time. The students was difficult to make dialogue and took too much time in whilst activity, it happened because the students did not have enough vocabulary and could not share their ideas.

Based on the result of observation and questionnaire answered by the students, the problems related to the theory stated by Thornbury (2005) in this research such as; the students did not know the aspects of language that enable production. They also

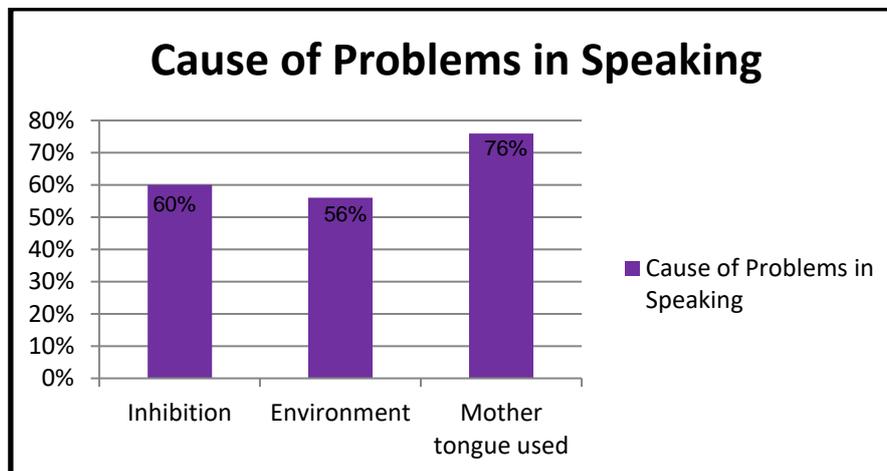
lacked of vocabulary and were not good in pronunciation. The aspects of knowledge was gotten based on the answer of the students thinking that the students did not know the aspects of language such as grammar, pronunciation, vocabulary and fluency when they were learning in speaking class. Furthermore, the students faced the problem in mastering vocabulary because they found difficult to speak English and share their ideas. And then, the students faced the problem in pronunciation because when they tried to speak English they difficult to pronounce the word correctly. Then, there was also another problem occur when the students learning speaking. The students had minimum opportunities in learning speaking. The students only speak English when the teacher asked them, they also had no the same opportunities to speak up in front of the class because the limited of time. And then, the students got shyness, not confident, and had less motivation in speaking English. Sometimes the students were getting nervous and the students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences from what they already or going to said.

Based on the result of the problems above, it could be inferred that the problems explained in the theory happened to the students, even there were more problems that happened in the learning speaking.

### **The cause of the problem in learning speaking**

The researchers observed, interviewed the teacher and gave the questionnaire to know the cause of the problem that faced by students in learning speaking. Based on the theory, there were three cause of the problems in learning speaking such as; Inhibition, Environment, and Mother tongue used

**Percentage of Cause of problems in speaking**



Based on the result of observation, interview and the students' answer to the questionnaire sheets, the researchers concluded that the cause of problems faced by the students were :

#### **1. Inhibition**

The students felt often inhibited about trying to say something using English in the classroom because they worried to pronounce some words correctly in learning speaking.

## 2. Environment

The environment around students is accustomed to Indonesian culture so that a foreign language is a new thing for them. Therefore, they have too high a feeling of fear of being ridiculed by their friends so that they cannot develop their English speaking skills.

## 3. Mother tongue used

The most students were influenced by their mother tongue. The students were difficult to speak English with good accent because it was natural for them when they tried to speak English.

Based on the result of observation interview and questionnaire the researchers took some conclusion about the cause of the students' problem in learning speaking. According to Ur (1991), there were three the cause of problems in learning speaking. Those problem were inhibition, environment, and mother tongue used .

In this case, from the result of the research data we know that only three problems of Ur's (1991) theory consisted of three problems happened in this research. It was the students felt often inhibited about trying to say something using English in the classroom because they worried to pronounce some words correctly in learning speaking. Then, the students had low motivation to express something used foreign language, so when they learnt in speaking process they were just silent or passive. Then, the most students were influenced by their mother tongue. The students were difficult to speak English with good accent because it was natural for them when they tried to speak English.

In addition, there was also another cause of problem occur when the students learning speaking, it was environment factor, it happened because the students had no good environment to support their learning in speaking. The students only speak English when the teacher forced them to do that and they also influenced by their friend to always speak in Indonesian. Beside that, the class of VIII A of MTs. Muhammadiyah Tolitoli was close by with the sports field in that school. So, when the teacher explained the material the students was disturbed by the other students in sports field area and could not hearing the teacher's voice clearly.

Based on the finding in the research above, it could be concluded that the theory of Ur (1991) is appropriate for the real condition in the classroom. Even there was another cause of the problem in learning speaking that was environment factor.

## CONCLUSION

1) Based on the data of observation and gives the questionnaire to the students, the students' problem in learning speaking are they do not know the aspects of language that enable production in learning speaking, they are lack of vocabulary, and were not good in pronunciation.

2) Based on the data interview and gives the questionnaire to the students, The cause of the problem in learning speaking are inhibition because they feel often inhibited about trying to say something using English, then, environment factor; the students have no good environment to support their learning in speaking and mostly mother tongue use; almost all students are influence by their mother tongue.

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