STUDENTS'_ DIFFICULTIES IN SPEAKING ENGLISH:
(A Case Study in SMKN 3 Sorong)

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ABSTRACT

This study aims to investigate the difficulties and the cause encountered by students of vocational school SMKN 3 Sorong while speaking English. It was used a case study research design which employed two data collection techniques, namely: class observations and interviews. This study has indicated that the main difficulties encountered by student while speaking English were caused by linguistic factors, for instance: lack of vocabularies, poor pronunciation and lack of grammar knowledge. The second problem that students have while speaking English was caused by nonlinguistic factors (psychological factors), for instance: fear of making mistake, low motivation, shyness, anxiety, mother tongue use. However, the psychological factors contributed less than linguistics factors. In conclusion that linguistic factor is the most dominant difficulties encountered by the twelfth year students of SMKN 3 Sorong while speaking English.

Keywords : *difficulties in speaking, the cause, linguistics factors, psychological factors*

1. INTRODUCTION

English is an international language which is spoken by most people around the world. In education field and job field, English is mostly used to communicate among them. In Indonesia, English is spoken as a foreign language and has become a core study which is taught at the level of elementary school to Senior high School or Vocational school and up to the university. The students of vocational school is demanded to be able using spoken English in the job field when they do their job field practice.

Nunan[1] argued that speaking skill is an important thing to carry out a conversation in the language. In accordance with this, students at Vocational High School who are prepared to be master in the job field should be master in speaking English as an international language. It is urgent for them to know how to start a conversation, how to extent and how to close a conversation correctly with their peers, teachers and customers.

There are three areas of knowledge that students have to gain to be master in speaking skill, namely (1) language elements that consist of pronunciation, grammar and vocabulary, (2) the functions of language that deals with speaking performance in the form of transaction and interaction (3) the socio cultural norms such as turn-taking, rate of speech, length of pauses between speakers, relative role of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.[2] In line with these areas of knowledge, students enforce how well they facilitate themselves in order to master the speaking skill. They do not only know how to pronounce a word, how to arrange words into a good sentence and how to enrich their mind with more vocabularies. Otherwise, they have to know the functions of language and the socio-cultural norms in order to communicate well with others.

Additionally[2] mentioned some non-linguistics elements which support speech to be clear, such as gestures, body language, intonations, facial expressions. In short, we can conclude that to master speaking skill is the most complex and most difficult. It is needed not only linguistics knowledge but also non linguistics aspects in order to convey the message correctly and clearly to the receiver of the message.

A study conducted by Heriansyah[3] reported the problems faced by English Department students of Syiah Kuala University in learning speaking and the efforts made by them to overcome their

difficulties. The study found that the prevalent problem faced by the students was 'lack of vocabulary', while 'being afraid of making mistakes' was the prime cause of the problem which hindered them to speak. It means that the problems faced by the English Departments students is the area of element of language that is lack of vocabulary and non-linguistic factors that is afraid of being mistaken. In other words, the difficulties students have to master in speaking is not only caused by lack of knowledge but also the effect of psychology not to make mistakes.

Furthermore Asworo[5] in his research under the title students' difficulties in speaking English at the Tenth grade of Vocational High School found that students have difficulties both in linguistics and non linguistics. It is shown by the score they got was 64,8. In curriculum 2013 it belongs to the low category. We can say that his students lack of speaking English ability. These findings prove that students have problems in speaking English. It is also supported by findings of Taiqin[4] that ninety-five percent of students encountered difficulties in speaking due to the non linguistics factors such as: afraid of making mistakes, they had no idea, no confidence and comfortable to speak English.

To enrich the above studies focused on speaking skill, this study aims to investigate difficulties encountered by students in speaking English. My observation has indicated that students found it difficult to even initiate a conversation in English. Meanwhile, in the curriculum, it is clearly stated that students are expected to be able to start a conversation in English, to extend the conversation and to end it with their teacher and colleagues.

This study would be focused on gaining in-depth information and understanding of students' challenges and difficulties in speaking English. This would, specifically, include both linguistic and non-linguistic aspects that cause students' difficulties in speaking English. Results of the study is expected to help English teacher at Vocational High School to be able to develop materials and teaching strategies which incorporate English skill specially to improve students' speaking skill to enrich information on how to overcome students' difficulties in Speaking English in the classroom specially to fulfill the goal of the curriculum 2013 for Vocational High School. Lastly, the result of the study is expected to enrich the literature on difficulties faced by students in speaking English in the context of speaking skill which is still likely to receive a little attention in teaching English for students in Vocational High School by students

So far we can conclude that there are two kinds of difficulties encountered by students while speaking English namely linguistics and non linguistics factors. Doris and Jesica[5] argued that language problems may become the obstacles reason for the students to improve their language performance. The element of language covers master of vocabulary, good pronunciation and good grammar. Those problems belong to linguistics factors. In addition, Brown[6] argued that the problem that students have in speaking aspect, such as vocabulary, pronunciation, grammar and fluency. Linguistics problem appear due to language learning acquisition. Poor in language learning acquisition will hamper them in speaking activity.

Other problem that may come while speaking are lack of confidence, fear of making mistake, feeling shy, anxiety, lack of motivation. Those problems belong to psychological factors. Juhana[7] in her study she conclude that some psychological factors such as fear of making mistake, shyness, anxiety and the like that hinder students while speaking English in class. It means that student's success in speaking performance is not only caused by lack of linguistics knowledge but also caused by psychological factors. Fitriani[8] in their study found that 20.70% difficulties in speaking caused by psycholinguistics factors then followed by linguistics factors namely 19.59%.

Lauwtie[9] argued that difficulties in speaking can be affected by someone's emotional state, speech is often clearer when a person feeling confidence and relax rather than lack of confidence and feeling anxious. In other words that psychological factor affects a person's success in speech. In relation

to this, A study conducted by Fitriani, et, al (2015) found that the main dominant problem encountered by the third semester students of English education in speaking English is lack of confidence and anxiety or psychological factors, followed by lack of grammar, vocabulary and pronunciation or linguistics factors. It indicates that students have knowledge of English actually but they are hinder by confidence and anxiety to speak English.

In his book[10], stated that "learners are often inhibited about trying to say things in a foreign language in the classroom. This matter can be like feeling insecure to speak, feeling shy, feeling anxious to speak etc.

2. LITERATURE REVIEW
2.1 Nature of Speaking

There are many definitions of speaking proposed by experts. Siahaan[10] defines speaking as a productive skill. It means that in speaking activity, a speaker produces a language. A spoken language is a medium in communicating with others. The language produced by the speaker is in the form of sound of words which has a meaning and can be understood by the listener or audience. By mastering the components of a language, the speaker can produce a good spoken language. By this, the message we convey can be understood by the listener. Additionally, Fulcher[11] gives the definition that speaking is a tool of communication.

In teaching speaking skill, an English teacher should pay attention on accuracy and the fluency. Syafryadin[12] applied a teaching technique named Talking Chip techniques. It is a technique of teaching speaking which make the students interested and help students to speak. It is because this technique can make students: 1) active in speaking class, 2). Learn how to cooperate in a group, 3) have a chance to speak English.[13] So, there are various way done by English teacher to make speaking activity accurate and fluent. Accuracy in accordance with the grammar use appropriately in spoken language while fluently relate to the speed of speaking.

The issue of accuracy and fluency, a previous study conducted by Kuiken[14] found that accuracy; fluency and complexity are really confused to be measured which then determine their validity and reliability. Furthermore, Alwasila[15] argued that English has been taught since at Junior high school until Senior High School even though it did not guarantee students to speak English accurately and fluently.

Furthermore, Riddle[16] argued that the accuracy of speaking is supported by fluency and correction at some stage will be more important. A speaker in delivering his opinion should consciously pay attention to fluency and the correction of language elements such as vocabulary, pronunciation, intonations, and grammar. It will make the speaking accuracy easy to be understood by the listener.

Lynch[17] argued that speaking is an ability to express ideas, feelings and emotions to other people. The language is used to express oneself to be understood by other people. Therefore, speaking is a skill of transferring the idea to others in spoken language. Language as a tool of communication is used to express someone's ideas to others. How well the others receive the message from the speaker is determined by the skill of the speaker delivering her/his ideas.

In line with this[22] argued that communication expectancies are enduring patterns of anticipated verbal and nonverbal behaviour. In addtition, Nunan[1] points that learning to speak in a second language or foreign language can be successful when the learners are actively engaged in communication practice. Sometimes in communication, people expect a language which is easy to understand. To understand someone's opinion is supported by the knowledge of linguistics and non-linguistics aspect she/he has. Linguistics aspects such as how many words she/he has and how she/he uses it in communications due to the context. This is called diction or choosing the word which suits the situation and condition of the

speaker. Furthermore, the grammar is also urgently applied by the speaker to understand the message correctly. Also, the pronunciation of the speaker surely helps the listener to catch the message of the speaker. All those linguistics aspects are supported by gesture, mimic, moving hands to make clear the message conveying to the listener.

According to Brown[18] speaking is a productive skill that can be directly and empirically observed, those observation are invariably coloured by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. In accordance with this statement students' speaking skill can be observed for accuracy and effectiveness. During speaking skill is a productive skill, students have to create their own language to delivery their opinion or when they do communication with others. As a productive skill, speaking skill should be more practiced in order to train students express their ideas. It is not to consume other's language but to produce a language. Relate to produce a language, students should be master in speaking skill. Speaking skills consist of fluency, vocabulary, pronunciation and grammar. It is also supported by gesture, confidence, and motivation. Furthermore, Brown[18] argued that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In relation to processing information, students have to understand the spoken language they get. They will process the information easily when they are master in linguistics competency. At least, they are familiar with the words or sound they hear.

In addition, Harmer describes speaking as the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language. To speak fluently is the one challenge for the speaker of English. People try to speak at a rapid speed but absence of good grammar, appropriate pronunciation and correct diction will make the message difficult to reach the audience. Thus, speakers should pay attention to the verbal and non-verbal knowledge added by the fast speed of speaking will make the speaking ability perfectly reach the listener.

2.2 The Functions of Speaking

As a tool of communication, speaking skill plays a vital role in interaction with others in real life. Mastering speaking skill indicates who the speaker is in the society. Chomsky[19] gives definition about the ability as a skill, power, competence, knowledge. Speaking ability is the competence or a power of speaking in delivering a conversation. The receiver of the message will understand the conversation when the speaker speaks clearly. Speaking clearly means the speaker speaks in grammatical rule, pronounces it properly and uses a proper word. In addition, it is supported by mimicry, intonation and gestures so conversation can be understood well and clearly. There is no misunderstanding due to the lack of speaking ability.

Furthermore Richard categorized the function of speaking in real life into three classes namely speaking skill as an interaction, speaking skill as a transaction and speaking skill as a performance.

With regard to the function of speaking, it can be defined that speaking is people's life. They can interact in social life, they can make transaction to fulfil their needs and they can perform their capability in society by speaking.

2.3 The Goal of Speaking

Nunan[1] stated that the success in speaking is measured through someone ability to carry out a conversation in language. The accuracy of speaking is influenced by mastery of linguistics and non-linguistics factors. Commonly, speaking is used to communicate with others. We can interact in social life by speaking. Speaking is very important in interaction with other people. There are various reasons

why we speak to others. Tarigan classified the purpose of speaking into four, such as: to inform, to entertain, to discuss and to persuade

2.4 The Difficulties in Speaking English.

Definition

Speaking difficulties are difficulties that make someone lack in speaking proficiency. Oxford Dictionary (4th edition) defines difficulties as not easy, needing effort or skill, full of problems, causing trouble, difficult to do or to understand. We can say that speaking difficulties are full of problems that appear when someone speak or to understand the spoken language. Similarly to the definition above, Doris and Jesica[26] argued that language problems may become the obstacles reason for the students to improve their language performance. Language problem covers probably because poor in grammar, vocabulary and pronunciation. Those problems belong to linguistics factors.

Other problem that may come while speaking are lack of confidence, fear of making mistake, feeling shy, anxiety, lack of motivation. Those problems belong to psychological factors. Juhana[7] in her study she conclude that some psychological factors such as fear of making mistake, shyness, anxiety and the like that hinder students while speaking English in class. It means that student's success in speaking performance is not only caused by lack of linguistics knowledge but also caused by psychological factors. Fitriani[8] in their study found that 20.70% difficulties in speaking caused by psycholinguistics factors then followed by linguistics factors namely 19.59%.

Students need effort to have speaking competence. Even more, to learn foreign speaking skills, there are many obstacles that can hinder them to master spoken language. Brown (2003, p 140) argued that the problem that students have in speaking aspect, such as vocabulary, pronunciation, grammar and fluency. Various study have shown the difficulties that students have in speaking English which were conducted by[8][20] They found some problems that cause students to fail in speaking competence.

Speaking problems are problems that hamper students to speak. These problems are obstacles for students that make them failure in English speaking competence. states that speaking is one skill selecting appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Thus, in speaking activity, someone need to master speaking skill aspect that consist of linguistics and non linguistics.

Dorris and Jesica[26] stated that language problems serve as one of the important reason behind poor academic performance. Those problems are linguistics aspect such as lack of vocabulary, grammatical error and poor pronunciation and psychological aspect, such as lack of self confidence, shyness, fear of making mistake, anxiety, mother tongue language and lack of motivation to learn. All this aspect cause students fail in speaking English competence.

These difficulties in speaking skill are also supported by the findings of the research conducted by Heriansyah[3] found five problems and the cause such as: 1) not being brave to speak. The cause is being afraid of making mistakes and feeling not confident to speak. 2) Not being confident to speak, the cause is being afraid of making errors. 3) Being afraid of speaking was caused by being afraid of making errors. 4) Nervous to speak and 5) not used to talking in the classroom because I was afraid of making errors. In conclusion, the difficulties faced by the students appear from themselves. Not being confident, feeling shy, and feeling afraid of making errors are psychological factors which hamper students' ability to speak. These factors can be solved by creating an English club, teachers always encourage students to speak, more practice with the peer students etc.

3. METHODOLOGY

This study was conducted in SMK Negeri 3 Sorong, West Papua. The subjects of this study were the twelfth grade of Construction Technical and Property (CTP) department. To collect the data, this study employed in-depth interview and classroom observation as the main instrument, conducted by the researcher herself. The numbers of the students in this class were thirty five students. In classroom observation it was involved an English teacher who handle this class and all students in this class. While in the in-depth interview were involved nine students. The number of participants was reduced into nine participants whom they were classified into three groups based on their score of speaking performance. High level were those who got 76-85, middle level who gets score 65-75 and low level who get score under 65 or under the score standard for English lesson (KKM). Each group was represented by three students, so they were nine participants who were involved in in-depth interview. They were also recommended by English teacher who teach them based on her observation during teaching process taking place the interview was carried out to get the main data. Each participant was asked five questions relate to the difficulties they encountered while speaking English and the cause of the difficulties they have. The focus of this study were firstly to investigate the difficulties encountered by students of the twelfth grade of Construction Technical and Property (CTP) department of SMKN 3 Sorong in speaking English and secondly to investigate the causes of speaking difficulty that students encountered while speaking in English.

The procedure of data analysis is as follows. After interviewing, the data were collected and translated into English. The data were grouped into difficulties and cause. Then the data were analyzed based on the students' difficulties in speaking and the cause of the difficulties encountered by students while speaking English.

Two instruments were used to validate the data in this study. The first was classroom observation which involves the whole students in the classroom and English teacher who teach English in this class. The data was collected, analyzed and transcribed in a field note. The second was in-depth interview. The data was collected, analyzed and supported with the data from classroom observation.

The interview was conducted in Bahasa Indonesia for some reasons. First, to make the respondents understand the question easily, however the interviewer sometimes uses English to lead them thinking correctly of the questions. Secondly, they were interviewed by using Bahasa Indonesia in accordance with their security and comfort in expressing their ideas easily. Thirdly, the interview was delivered in Bahasa Indonesia to avoid misinterpretation and misunderstanding of the participant in answering the question given. The questions given to the participants is aimed to gain data of both Linguistics and non-linguistics factors. Linguistics factors consist of their ideas of difficulties in speaking because of vocabulary, pronunciation and grammar. Non- linguistic factors which are interviewed consist of anxiety, motivation, mother tongue use, shyness, and fear of making mistake. Their answer was written directly in the field note to record students' answer. There was no audio-record to avoid miss- interpretation of the listener.

They are given open- ended questions in order to get information about the difficulties they have while speaking English, namely 1) In your opinion, what is a good speaking- English? 2. When you speak English, do you find any difficulties? 3. What causes those difficulties when you are speaking English? 4. What is the most difficult part when you are speaking in English? 5. What do you think about correct grammar when speaking English? These enable researcher to receive spontaneous responses to every question. It also enabled her to enquire as to why individuals behave in the way that they do. Each participant was given more or less ten minutes. Their answers are directly written down in field note sheet to hinder the misunderstanding by the researcher. The data collected were transcribed based on the exact words and opinions of the participants. Furthermore, participants are provided further information and comprehensive descriptions of their feelings, opinion and experiences to describe their

verbal and non-verbal competence in speaking. These include their mimic, hands movement, gesture, and voice level etc. during the interview, the researcher takes note to help in writing clear summaries of the current study.

4. FINDINGS AND DISCUSSION

Table 1. The difficulties encountered by the twelfth grade students

Respondents	V	P	G	A	S	FoMM	MT	SC	M
#R1	√	√	-	-	-	-	-	-	-
#R2	√	-	-	-	-	-	-	-	-
#R3	√	-	-	-	-	-	√	-	-
#R4	-	√	-	-	-	-	-	-	-
#R5	√	√	-	-	-	-	-	-	-
#R6	√	-	√	√	√	√	√	-	-
#R7	√	√	√	√	√	√	√	-	-
#R8	√	-	-	-	-	-	-	√	√
#R9	√	√	-	√	-	-	√	-	√

V = Vocabulary Mastery   FoMM = Fear of Making Mistake
P = Pronunciation   MT = Mother Tongue use
G = Grammar   SC = Self Confidence
S = Shyness   M = Motivation to Learn Speaking Skills

A = Anxiety

Data collected for the research were obtained from classroom-observation and interview. For the second method, 9 (nine) students were chosen as respondents to be interviewed. These respondents are from three different groups and are marked as follows. R1, R2 and R3 are students with high level acquisition of English; R3, R4, and R5 are middle level students; while R6, R7, and R9 are low level. The collected data reveal that major speaking difficulties encountered by students at 12th level were divided into two: difficulties caused by linguistic factors and non-linguistic factors (psychological factors). The linguistic factors include lack of vocabularies, pronunciation and language structure/grammar. The non-linguistic factors are shyness, anxiety, fear of making mistake, mother tongue use, self-confidence and motivation.

Data obtained from the interviews show that the main linguistic problems faced by students while speaking are lack of vocabulary, poor pronunciation and lack of grammar knowledge. Eight respondents (88, 8%) admitted that they have difficulties in vocabulary. They found it hard for them to speak English because they do not know the right vocabularies to represent their thoughts. Five respondents (55, 5%) said that speaking English is difficult because of the words' pronunciation. The respondents admitted that words' pronunciation is hard because the way English's words are pronounced is different with the way they are written. This is not the case in Indonesian, the respondents' native language, in which the pronunciation of the words is exactly the same as the written forms. Two respondents (22,2%) said that they have difficulty in speaking English because they do not know the right way to structure English words in good grammatical sentences. They admitted that English grammar in some ways is different than Indonesian.

Psychological factors, on the other hand, are not big obstacles in speaking activity, generally. However, there is one factor which has a quite high percentage. It is mother tongue use. 44, 4 % respondents admitted that they tend to use mother tongue in English speaking class rather than English. This is mainly due to lack of vocabulary. The other factors are not significantly high in percentage. Data

in table 1 show that 22,2% of the respondents are anxious while speaking; 22,2% are shy; and, 22,2% respondent fear of making mistakes. There is 11, 1% of the respondents who are unconfident while speaking and 22,2% of the respondents do not have motivation in speaking English.

Linguistic Factors
1. Lack of Vocabulary

As shown in table 1 above, the main difficulty faced by students while speaking English is lack of vocabulary. Almost all respondents admitted that they struggle in vocabulary mastery. The number for lack of vocabulary mastery is 88, 8%. It is the highest number compared to other factors. Notes from class-observation also show that most of the students tend to stop for some seconds when they cannot recall the right words in English which can represent their mind. If they get stuck in finding the right word, they tend to switch to their mother tongue, Indonesian. Besides that, as observed in the class, the students tend to lose their speech or tend to not understand the talk when they are facing abstract concepts which have to be represented in English words. Thus, the abstract words such as prohibition, obligation etc. are the ones that they are hardly to understand. The notes also show that the students easily recognized English words which relate to school such as nouns in around the school including 'teachers', 'students', 'white board', 'doing homework'. However, it is hard for them to recognize instructions in English. Another thing in vocabulary mastery which makes students hardly to speak English is the multiple readings of English words when translated to students' mother tongue, Indonesian. One of respondents said:

> "Vocabulary in English has more than one meaning. For example 'have' in Indonesian means *mempunyai*. In other context of the sentence it means *sudah*. So I am confused to choose a word to be put in the sentence".

The excerpt above shows that students are struggling with the words which can have more than one meaning in their native language. This shows that students are not only lack in vocabulary but they are also lack in understanding the meaning of a word when it is used in different context of speaking. Besides the multiple reading, it is noted that the students tend to choose a wrong word if the word has almost the same identical form but different meaning in their native language. One respondent said.

> "When we use the wrong vocabulary in a sentence, it will come up the other meaning. For example, I once said *I want to lend your book*, but what I meant is *I want to borrow your book*.

Noted that the word 'lend' in English is translated as *meminjamkan* in Indonesian and 'borrow' means *meminjam.* These English words have identical forms when translated to Indonesian. So, students tend to use them in the wrong context.

The finding so far is supported by Hetrakul[23] who argues that expressing students' ideas in the target language is not easy for student who learn a foreign language, specifically if they have a little understanding of linguistic aspects of the target language. Lack of vocabulary and lack of confidence tend to make them do not speak in the target language. Even though they are confident to speak if they do not have sufficient vocabulary or diction then they will have big problem while speaking English. Other supports come from some studies including Lynch[17] in which he points out that speaking is an ability to express ideas, feeling and emotions to other people. If students are lack of vocabulary, grammar and pronunciation then how can they deliver their ideas, Riddle[16] who argues that the speaking accuracy is easy to be understood by the listener if they master in vocabulary and Amelia[20] who found in her study that the main problem faced by students while speaking is vocabulary.

2. Poor Pronunciation

Pronouncing English words is the second difficulties encountered by students while speaking English. How to pronounce the word properly sometimes hinders them to speak English. The data from the interview show that 55, 5% of the respondents admitted that it is hard for them to pronounce English words correctly. This factor is closely related to non-linguistic factors such as anxiety and shyness. The ability to pronounce the word in a correct way sometimes causes the students to not speak English. One respondent claimed this following from the interview.

> "I am struggling with the correct pronunciation. I think that good English speakers are they who can speak clearly with the correct pronunciation. Speaking clearly with good pronunciation indicates the English competence that someone has."

This shows that poor pronunciation is one of the factors hampering the students in speaking English. Another respondent when asked about pronunciation said the following.

> "Pronunciation is very important to help us understand the spoken language but it is very difficult to learn how to pronounce the word correctly".

As the same with the above respondent, most of the respondent admitted that it's very hard for them to pronounce the English word correctly. Data from class-observation show that it is difficult for students to pronounce English word because of phonetic differences between English and Indonesian. As noted from the observation, words with vowel /o/ which can be realized as [o] and [ɔ] is hard to pronounce by the students. For example, most of the students will pronounce 'ball' as [bol] rather than [bɔːl]. Another one is /i/ sound which can be realized as [i] and [I]. It is hard for the students to distinguish these two different phonetic sounds in English. As a result, the students will pronounce the word with [i] and [I] in the same way. For example, the word 'sheep' and 'ship' are pronounced in the same way as [ʃip]. Meanwhile, the correct pronunciation for 'sheep' should be [ʃip] and 'ship' should be pronounced as [ʃIp]. This phenomenon occurs because English has different vowel sounds when compared students' native languages, Papuan Malay or Indonesian. For example, Papuan Malay and Indonesian do not distinguish between [i] and [I] as well as [o] and [ɔ]. Thus, the pronunciation will be hard when students try to pronounce English words containing sounds which don't exist in their mother tongue.

Another factor which causes poor pronunciation is the classical issue of word's spelling and word's pronouncing. Most of the respondents interviewed say that it is hard to pronounce English words correctly because the way English words are written is different from the way they are pronounced. The respondents state that this is different from Indonesian in which what is written is the same with how to pronounce it. Besides that, the stress and intonation for English words is different from the students' mother tongue.

The finding is in line with Labouf[23] in which he argues that pronunciation is very important for students. At the time students make mistake, an English teacher should teach how to pronounce it correctly. Moreover, pronunciation is related to more issues such as pitch, intonation, individual sounds, sounds and spelling, and stress. This is in accordance with the finding because most of the respondents admitted that they cannot speak English properly because they cannot put the right stress and intonation of English words when speaking. Nunan[1] supports this by saying that the successful in speaking is measured through someone ability to carry out a conversation in language. As an example when we attend a speech, the audience is able to grasp the message delivered in a speech if she/he speak with the intonation and stress, speaks clearly with a pronunciation.

3. Language Grammar

Grammar is the one aspect of English speaking skill. It functions as the rule governing the conventional arrangement and relationship of the words in the sentence[18] The competence to build a sentence with a correct grammar indicates who the speaker is.

The interviewed data show that language grammar is also one of the factors which hamper students to speak English. However, the percentage is low. It's around 22, 2 %. The respondents say that they do not know how to structure a good sentence in English. They admitted that English has different language structure or grammar compared to Indonesian. One respondent states the following.

> "Grammar is important but I am struggling to understand the English grammar". I am not able to speak English because I do not have any knowledge of grammar, vocabulary and good pronunciation. English has different grammar from Indonesian.

Differing in language grammar between English and the students' native language has caused it difficult for them to construct English sentences even phrases in a proper structure when speaking. One respondent gave example of the structure of a noun phrase in English and Indonesian in terms of noun and its adjective modifier. In Indonesian an adjective modifier follows the noun it modifies, while in English it is the other way around in which the adjective modifier precedes the noun. For example, In Indonesian people say *rumah besar* while in English 'a big house'. In *rumah besar, besar*'big' is the adjective modifier and it follows noun *rumah*'house'. Nevertheless, in English the word 'big' functioning as an adjectival modifier comes before the noun 'house' that it modifies. This kind of grammar difference affects the students in speaking English.

Language structure or grammar problem in speaking English is also found by Amelia[20] She conducted a study to investigate speaking problem encountered by students in Islamic Boarding School. The main problem she found is grammatical use. From 25 participants, there were 15 students who has problem in speaking. Commonly, the participants in this study participate in speaking activity with the minimum error of grammar. The data obtained in classroom observation, the mistaken in grammar occurred only once. This is also supported by respondents' answer from the interview that there were only two respondents which have difficulties in grammar while speaking. Commonly students focus on how to speak. The accuracy and fluency of speaking and grammatical structure as stated by Ellis (1991) do not interfere in speaking activity.

Non-Linguistic Factors (Psychological Factors)
 1. **Anxious, Shyness, Fear of Making Mistake and Self-Confidence**

According to Uhr[21] students have problem while speaking when nothing to say, use mother tongue language, inhibition, and low participation. This is supported by a study from Juhana[7] She found that most of students have difficulties in speaking due to psychological aspects. Feeling of shy, anxious, fear of making mistake etc always hinder students to be active in speaking activity. In addition, Lauwtie[9] argues that difficulties in speaking can be affected by someone's emotional state, speech is often clearer when a person feeling confidence and relax rather than lack of confidence and feeling anxious. In other words that psychological factor affects a person's success in speech. However, these findings are not supported by the data from this study.

Data from interview and class-observation show that non-linguistic factors such as psychological factors do not contribute much as the main difficulties for students when speaking English. Data in table 1 show that only 22, 2 % of the respondents fear of making mistake, feel anxiety and shy when speaking English. This number implies that most of them (77, 8%) are not afraid of making mistake, feel secure and are not shy when speaking English. Most of students feel confidents in speaking English. This can

be shown by the percentage for self-unconfident is only about 11, 1% which implies that 88, 9 % of respondents are confident in speaking English.

Majority of the respondents say that they are not anxious and shy in speaking English. They claim that they are not shy because all the students are in the same level of English competence. They also claim that they are not afraid of making mistake or feeling nervous or shy because the teacher will correct them if they make mistake. This even applies for those with the low level of English acquisition. The last reason shows that a teacher plays very important role for the students to speak English. This topic, however, deserves its own study, so it's left for now. Thus, based on these statistical numbers, it can be concluded that psychological factors are not the main difficulties for the students to speak English.

This finding is in line with Elliot[24] He states that the concept of self-confidence related to self-assuredness in one's personal judgment, ability, and power. The students may think that theyhave the same knowledge, so there will not ones to judge or mock them if they make mistake. Besides that, it seems that the respondents are confident in speaking activity because they focus on their self or self-consciousness.[8]

2. Motivation

This study finds that motivation is not included as the main difficulty in speaking English. Data show that only 22, 2 % of the respondents are less motivated in speaking English. 77, 8% are motivated to speak English. The followings are the excerpts from the respondents.

> "I am motivated to learn how to speak English well because it is needed in industrial field."

> "I am motivated and happy learning English. When i am seeking job after finish my study in vocational school, I have to have English competence especially speaking skill in order that I can be selected in the top company."

> "I am actually motivated to learn how to speak English well in order that I can speak English well in industrial job."

The data show that the respondent are motivated to learn English especially its speaking skill because speaking is mostly required in workplace. This means that English speaking skill can provide them with a good job in the future. The relation between the ability of speaking English and the job in the future somehow has motivated the students to speak English. This is similar to what is stated by Saputra, et al.. They claim that motivation to learn from students has positive impact to learning acquisition. The strongest relation between motivation to learn and the result of the study is significantly done. Motivation is a key to be success in learning target language. There are two kinds of motivation, namely: primary motivation and secondary motivation. Primary motivation talks about motivation base on the motivation of students to study. In fact, from the data obtained, commonly students stated that they are motivated to learn English especially for speaking skill because it is required in the workplace. When they are going to apply for a job in the international level, the main requirement is English competence skills both written and spoken. Thus, almost all respondents have positive motivation in learning English.

The respondents who do not have motivation in learning speaking skill due to the complexity of speaking skill (see table 1) are only those come from the low group of English acquisition. They admitted that they have low motivation in speaking English as they think they may not use the skill in the future.

The cause of difficulty encountered by students while speaking

So far I have discussed about the main difficulties encountered by the students in speaking English. In this sub-section I will present the logical cause behind the difficulties the students face. There are two causes: (i) L1 and L2 differences, and (ii) lack of practice.

1.   L1 and L2 Differences

The first cause which triggers the difficulties in speaking English as I observed and concluded from the interview is language differences. English as the target language (L2) has different features compared to Indonesian or Papuan Malay as the students' native languages (L1). The features relate to linguistic characteristics. The two languages, target and native, do not share the same properties in their grammar. This includes phonetic and syntactic aspects even semantic one. This can be proved by looking at the difficulties students have in speaking. As mentioned in the previous discussion, most of the students found that they lack vocabulary because English word has multiple readings in its application when speaking. In other words, the same English word when put in different contexts which yields different meaning. In addition, the students found it hard to speak because of poor pronunciation. As discussed before too, improper pronunciation is resulted from different phonetic sounds and features between English as the target language and Indonesian as the mother tongue. For example, English has more various vowel sounds while Indonesian only has limited vowel sounds. Thus, it is hard for the students to adapt English sounds when they speak the language.

Language difference also occurs in syntactic level. The student admitted that it is difficult for them to construct phrases or sentences in English when they speak because English has its own rules in structuring the words into phrases or sentences. They do not know how to construct the grammatical sentence. This displays the lack of knowledge in English grammar as the cause of difficulty faced by the students when speaking English.

2.   Lack of Practice

The second cause that I can conclude is lack of Practice. This includes lack of input and repetition. As generally known, practice regularly can improve students' knowledge. The more they practice, the more they improve their knowledge. However, most of the students admitted that they lack in practice as told by one respondent below.

> "I am struggling with vocabulary. It is too hard to memorize more vocabulary because lack of practice in listening, reading, writing and speaking activity".

It seems that lacking in practicing English has impacted in students' difficulties in speaking. Lack of practice also relates to less input obtained by the students. The lack of vocabulary that the students face in speaking can be a manifestation of lack of input. Since they have no input related to the vocabulary it is hard for them to speak out the language. This is also proven by a high percentage (44, 4 %) of mother tongue use in speaking English. Because they students lack of vocabulary, they tend to mix or even switch to their mother tongue when speaking English.

Lack of practice also causes poor pronunciation and ungrammatical sentence construction. Lack of input and repetition in listening and speaking the words, in constructing the phrases and sentences has yielded difficulties in speaking English.

5.   CONCLUSSION

The study about students' difficulties in speaking English: A Case Study in SMKN 3 Sorong is a research-based study aims at finding two things: (i) the main difficulties encountered by students while speaking English, and (ii) The causes of the difficulties encountered by students while speaking English. The findings show that there are two main difficulties encountered in speaking English, namely (i) difficulties resulted from linguistic factors, such as (a) lack of vocabulary, (b) poor pronunciation and (c) lack of grammar knowledge and (ii) those resulted from psychological factors, such as (a) anxiety, (b) shyness, (c) motivation, (d) mother tongue use, (e) self confidence and (f) fear of making mistake. .The study also finds that the difficulties are caused by two reasons: (i) L1 and L2 Differences and Lack of Practice.

This study indicated that the main factors caused the difficulties while speaking was linguistics factors. It seems that most of the students face difficulties in linguistic factors since the factors relate to language acquisition. As generally known, the older someone the harder for him/her to acquire a (second/foreign) language as the same as he/she acquires his/her mother tongue. I assumed that linguistic factors are the main problem because, the students, in their age, find it hard to adapt English linguistic features because they do not acquire English naturally like children. They learn English in classroom as a foreign language as a result their English acquisition cannot be considered as native language. Besides that, the limitation of time in acquiring inputs is also the cause. Since the students only use, either speak or write, English in classroom they have limited time to immerge in the situation and condition where they can use English every time. Psychological factors, on the other hand, are not big problems because it does not relate specifically to language acquisition. The students can learn to build and control their confidence, fear of making mistakes, anxiety and other psychological factors through other subjects in classroom not only in speaking class. That is why when they are in English speaking class; psychological factors do not become big problems which hamper them in speaking English.

Related to the causes of the difficulties, the study finds that L1 and L2 differences become the main causes. This happens since students L1 (Papuan Malay and Indonesian) have different linguistic features when compared to English (L2). The differences are in phonetic, syntactic even semantic level. These differences have caused the students to have poor pronunciation in English. Besides that, they also find it hard to construct grammatical phrases and sentences in English. And, the students also find it hard to use proper vocabularies when speaking English. The second cause is related to lack of practice. The study finds that the difficulties that the students face occur because they are lack practice which results in lack of inputs and less repetition.

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