

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT LPK ISI PRINGSEWU

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Keywords	Abstract
Speaking English Pronunciation Grammar Fluency Expression	<i>The purpose of this research was first, to investigate the students' difficulties in speaking English and second, to know the expressions while they are doing a conversation. This type of this study is qualitative and especially focuses on the descriptive-analytical method. The research used fifteen students of ISI Pringsewu as the subject of this research. The data were collected through some videos and transcripts of conversations.</i>
Corresponding Author Garda Arif Wicaksono Universitas Ahmad Dahlan Indonesia Email: gardaarifw@gmail.com Phone: 0895395918031	<i>The result of this research showed that 25% of the students have good grammar, 10% of the students speak English with true pronunciation, 18% of the students have good vocabulary and 69% of the students have good pronunciation. It can be concluded that the students have good fluency in speaking English. However, most of them have difficulties in grammar, pronunciation, and vocabulary. This is because students feel not need grammar while speaking, have less vocabulary or lazy to add they are of vocabulary, less practice pronunciation, or lazy to search how to say each word.</i>

Keywords	Abstrak
Psychology Humanity Education Philosophy Culture	<i>Tujuan pada penelitian ini adalah untuk melakukan 1) melakukan investigasi kesulitan pada siswa dalam berbicara bahasa Inggris, yang kedua yaitu untuk mengetahui ekspresi ketika siswa melakukan percakapan. Jenis penelitian ini yaitu kualitatif dengan menggunakan metode deskriptif analisis. Penelitian ini menggunakan siswa ISI Pringsewu sebanyak lima belas orang siswa. Pengumpulan data menggunakan video dan transkrip percakapan. Hasil pada penelitian ini menunjukkan bahwa sebanyak 25% siswa pada level baik pada tata bahasa, 10% siswa menggunakan pengucapan yang benar, 18% siswa mempunyai kosakata yang baik dan sebanyak 69% siswa berbicara bahasa inggris dengan lancar. Sehingga dapat disimpulkan bahwa siswa lancar berbicara bahasa inggris. Bagaimana pun, masih banyak siswa yang mengalami kesulitan pada tata bahasa, pengucapan dan kosakata. Hal ini dikarenakan siswa merasa tidak perlu belajar tentang grammar, kurangnya kosakata atau malas untuk menambah kosakata, kurangnya siswa dalam berlatih pelafalaan atau malas</i>
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untuk mencari cara mengucakan dari setiap kata.

INTRODUCTION

In teaching English educator teach all language skills, which consist of listening, speaking, reading, and writing as important aspects while the students communicate in oral or written form (Aydoğan & Akbarov, 2014) in this study the researcher focus on one language skills is speaking, Speaking is orally communication to give information by pronunciation and express the idea.

ISI Pringsewu is one kind of Job Training Institute or LPK which this institute focus on the Hospitality, the students at ISI Pringsewu learns about Food and Beverage service, Housekeeping, Front Office, and English in three months after that they continue to internship in reals hotels. So, a candidate Hospitality worker must have one skill, important English. At work at a hotel, the students must have the ability in Speaking English in this study the researcher want to know how they speak English and how to their expression while their expression.

There have been some previous studies related to students' difficulties in speaking. One relevant study is the study done by (Asworo, 2019). The title is 'The Analysis of Students' Difficulties In Speaking English at the Tenth Grade of SMK N 2 Purworejo'. The purpose of this study to find out the students' difficulties in speaking, and to describe strategies used by the teacher to overcome the speaking problem. The type of this research is descriptive, qualitative. The subject of this research is the students of class Tenth Grade of SMKN 2 Purworejo. The results of this study y show that the mean score of students' skills in speaking is 64.8. It belongs to a sufficient category. The students' speaking difficulties covered linguistic and non-linguistics problems. The linguistic problems include lack of vocabulary, pronunciation, and grammar knowledge, while non-linguistic problems, namely inhibition, nothing to say, uneven participation, mother tongue interference, anxiety, shyness, lack of self-confidence, and low motivation. To solve the problems, the teacher has strategies such as drilling, brainstorming, role-playing, and giving the students motivation.

The content of the journal written (Asworo, 2019) is easy to understand for the reader, who writes it systematically. After reading the journal, the researcher finds some mistakes. In (Asworo,2019) instruments used by him are questioner, interview, and documentation but the finding does not show the results or analysis difficulties data collecting by results from the questioner, interview, and documentation while research, the method used is descriptive qualitative but in finding while shows a result of data only show table without a description of the table. He also writes on finding to answer the second question research about teacher strategy in teaching speaking just mention kinds of types of strategy like role play, drilling, and brainstorming but does not explain their strategies can help the students' difficulties in speaking to make better one. The main purpose of this research is 1) to investigate the students' difficulties in speaking English in speaking aspects and 2) to know the expressions while they're doing hotel conversations as a hotelier and guest. Speaking is one kind of communication activity from one of the people to another person orally, the subject communication likes delivering the message, giving information, and daily activity which based on the

context (Indra, 2016, Nunan, 2003 (Pratiwi Dyah, 2021) and the listener can understand the words or sentence produced by the speaker (Omdivar, 2015 in (Zuhriyah, 2017)

Speaking skills is the important skills acquired by people while communicating in a foreign or second language can speak English a foreign or second language the students will be judged most in the real-life situation (Brown and Yuke, 1983 in (Rao, 2019).

Grammar is a very important thing both in spoken and written communication by grammar we can understand the meaning of the sentence which grammar is a pattern or the structure of the sentence Grammar (Ameliani, 2019) in Speaking correlates because the function of grammar as accuracy and as an aspect of fluency in speaking by accuracy the listener can understand what the speaker means (Richards & Renandya, 2002 in (Kusumawardani & Mardiyani, 2018). Pronunciation is language or a particular word or sound in spoken (Hornby, 2008 in (Ramasari, 2017) Besides, pronunciation is method of producing certain sounds (Lestari Nurjanah et al., 2019). When the speaker makes mistake or different sounds will make a different meaning (Carrel & Tiffany, 1960 in (Sembiring & Ginting, 2016). Vocabulary is a language of words like single items, phrases, or clauses that have a definition or meaning rich vocabulary can help the learner to comprehension of the text (Clouston, 2013; Sidek & Rahim, 2015 in (Rizky Setiawan & Wiedarti, 2020).

To understand the communication or the text the learner needs to rich their vocabulary the effort can be done by using objects, drilling, spelling and active involvement, some pictures, mime, expression, gesture, enumeration, contrast, guessing, and many others (Susanto, 2017).

Fluency is the speaker being the ability to pause, rhythm, stress, and intonations while speaking, the speaker talks by the correct structure of language. Four ability to speak fluently are 1) the ability to talk at length with few pauses; 2) produce sentences coherently, reasoned, and talks semantically 3) using an expression based on the context 4) language use are imaginative and creative (Hartmann and Stork, 1976; Filmore, 1979; Richard et.al, 1985 in (Yang, 2014).

English at ISI Pringsewu is divided into three courses English General or Basic, English for Hotel, and Job Interview our courses give three months for each subject learn in one month. In this research, the researcher focuses on one course English for Hotel. The learning goals after the students follow these subjects are the learner can habitually speak English with confidence while their works or internship at the hotel, students get a lot of vocabularies, especially in the hotel context. In this research the researcher gives the task to our students to make video conversations that have been learned at the final project, the researcher gives a free choice of one conversation on the module.

METHOD

In this study, the researchers used some videos and recordings of conversations. The video was taken from the students' hospitality conversation. The researcher analyzed their talk video and see their difficulties in speaking aspects. The researcher chose qualitative research because this research without mathematics or statistics in the finding. Below some of the steps to collecting data.

1. The researcher came to the class and showed some videos of how to serve guests in a hotel,
2. The researcher shared an example of hotel conversation (room cleaning, food complaints, and eating in the restaurant). The researcher instructed to make a video conversation on the themes given,
3. The researcher got videos from the students sent by Whatsapp,

- The researcher played a video and observed their difficulties in speaking and gave score by speaking assessment criteria,

RESULT

Table 1. The Result of Videos Conversation

Group	Theme	Name	Aspects of Speaking				Score	Total Score
			Grammar	Pronounce	Vocab	Fluency		
1	Room	Alsya	1	1	1	1	4	20
	Cleaning	Arsan	3	3	3	4	13	65
2	Room	Ervi	4	4	5	5	18	90
	Cleaning	Aris	3	2	2	3	10	50
3	Food	Harry	3	3	4	5	15	75
	Complain	Udin	1	1	1	3	6	45
4	Room	Huri	1	1	1	1	4	20
	Cleaning	Andi	3	3	3	4	13	65
5	Food	Rella	4	1	4	3	12	60
	Complain	Septi	3	1	2	3	9	45
6	Room	Ina	5	4	4	4	17	85
	Cleaning	Yana	5	3	2	3	13	65
7	Room	Sherlly	3	3	4	5	15	75
	Cleaning	Helda	1	2	4	5	12	60
8	Eating in the restaurant	Susan	3	3	2	3	11	55
		Septa	1	1	1	1	4	20

It can be concluded that some of the students at *ISI Pringsewu* have difficulties in speaking English. Their average score is 55,9. Some of the students got a score under 65 or seven students; five students got scores between 60-65; two students got to score of 75; one student got a score of 85, and one student got a score of 90.

Analysis Students' Speaking Difficulties

Grammar

Table 2. Analysis Grammar Aspect

Score	Number of Students	Percentage
5	2	12%
4	2	12%

3	7	44%
2	0	0
1	5	31%
<hr/>		
Total	16	100%
<hr/>		

Some of the students still make mistake in Grammar. Based on the table 2 above, we know that about 12% or two students show little mistakes on their conversation; 13% or two students sometimes make mistake but it does not influence the meaning on their conversation; 44% or seven students often make mistake while conversation; 31% or five students feel so difficult to understand.

In analysis of Grammar aspects the researcher made the analysis take data from video and transcript. Below analysis Group 1, 3 and 8

Transcript Conversation Group 1 (Arsan and Alsya)

Arsan : Good morning, good morning Sam.
 Alsya : Good morning, are you from?Housekeeping.
 Arsan : Yes. How can I help you?
 Alsya : Well. It seem decks you are going to surface our. Room
 Arsan : yeah, that's I'm going to side with your roommates.
 Alsya : Do you? Ah, it's big platter. Say after an hour also my. Son is still sleeping. I don't want to wax ha. UPS rates now.
 Arsan : Would there be any sign from God?
 Alsya : That fire I will put it on the right. No thank you.

Table.3 Analysis Error Grammar

Wrong	True
<i>It seem decks you are going to surface our. Room</i>	Well, it seems that you are going to service our room.
<i>Yeah, that's I'm going to side with your roommates</i>	Yes, Sir, that's. I am going to service our room next.
<i>Do you? Ah, it's big platter. Say after an hour also my. Son is still sleeping. I don't want to wax ha. UPS rates now</i>	Could you do it bit later, say after an hour or so? My son is still sleeping. I don't want to wake up right now.

Transcript Conversation Group 3 (Harry and Udin)

Udin : Good morning Mr. Welcome to Weatherford restaurant. How are you?
 Harry : Pretty well, thank you. I only trip in breakfast lunch here.
 Udin : OK, have. Happy your maker is Russian.
 Harry : Yes, reservation from Mr Handy.
 Udin : OK, this is your table, follow me. This is your children please. And this is your room.
 Harry : OK. OK, I will call you when they see my order.
 Udin : OK wish.
 Udin : You already got up.
 Harry : Yes. I want one for a price and service please.

Udin : 4-5 let's your wireless speaker not.
 Harry : Tracy, please.
 Udin : OK, turn willing to and ask them on your squares. Very Angela.
 Harry : No, thank you.
 Udin : OK then I miss you.
 Harry : Yes, thank you.
 Udin : I read about you online is 1 plant based on spacing and one strawberries that create .

Table.4 Analysis Error Grammar

Wrong	True
I only trip in breakfast lunch here.	I would like to having breakfast/lunch here.
Happy your maker is Russian.	Have you make reservation
I will call you when they see my order.already got up.	I will call you after I decide/ ready my order
OK then I miss	Ok, Sir
read about you online	I will repeat your order

Transcript Conversation Group 8 (Susan and Septa)
 Septa : Good morning miss. You don't listen. (1)
 Susan :..... (2)
 Septa : Follow me.....players myself as. (3)
 Susan :Well, is the main anything. (4)
 Septa :..... (5)
 Susan :..... (6)
 Septa :.....Else. (7)
 Susan : Not spicy, please have any crack?
 Septa : Say family anything to drink me.
 Susan :..... (8)
 Septa : Did you miss? (9)
 Susan : Ice cream please
 Septa : One moment means.
 Septa : Excuse me, yes you are good.(10)
 Susan : Weather how much are? (11)
 Septa : 50,000.. You will you can end by cashier.
 Susan : This is 50,000

Table.5 Analysis Error Grammar

Wrong	True
You don't listen. (1)	Sit down please
.... (2)	Good afternoon, is there a table near a window?
..... Follow me.....players myself as. (3)	Certainly, miss.follow me,please. Any reservation?
Well, is the main anything. (4)	Where is the menu ?
:..... (5)	Here you are
:..... (6)	I want to order : one rice,one capcai and fried chicken.
:..... Else. (7)	Anything else ?

:..... (8)	Orange juice please,with ice
Did you miss? (9)	Dessert, Miss ?
Excuse me, yes you are good.(10)	Excuse me, is your food miss
Weather how much are? (11)	Waiter how much all?
One moment means.	Wait a moment miss

Pronunciation

Table 6. Analysis of Pronunciation Aspect

Score	Number of Students	Percentage
5	0	0
4	2	12,5%
3	6	37,5%
2	2	12,5%
1	6	37,5%
Total	16	100%

Some of the students still make mistake on pronunciation. Based on the table 6 above we can know that no students got 5 scroe, 12,5 % or two students sometimes speak English by certain pronunciation, 37,5 % or six students the researcher needs more concentration to understand the students mean, 12,5% or two students' are difficult to understand the pronunciation and 37,5% or six students the pronunciation can't be understood.

Table. 7 Analysis Error in Pronunciation

Wrong	True	Wrong	True
Sam.	Sir	side	Service
decks	that	roommates.	Room next
surface	Service	big platter.	Bit later
wax ha.	Wake him	UPS rates	Put it the right now
Wrong any sign from the God	True DND	Wrong That fire I	True That's Find
Weatherford	Boulevard	Tracy	Spicy
Russian	Reservation	turn	Then
price	Rice	your squares.	Squash
4	for	Very Angela.	Vanila
read	Repeat	miss	Mr/Sir
spacing	Spicy	plant	Plate
Say family	Certainly	good	food
me.	miss	Weather	waiter
means.	miss	end	pay

Vocabulary

Table 8. analysis of vocabulary aspect

Score	Number of Students	Percentage
5	1	6.25%
4	5	31,25%
3	2	12,5%
2	4	25%
1	4	25%
Total	16	100%

Some of the students still have problems related to vocabulary. Based on the tabel 8, 6,25% or one student has a rich vocabulary, 31,25% or five students sometimes use vocabulary that is not appropriate, 12,5% or two students have limited vocabulary, 25% or four students use the wrong vocabulary; make difficult to understand, 25% or four students have used vocabulary which is not match the situational context and meaningless.

Fluency

Table 8. analysis of fluency aspect

Score	Number of Students	Percentage
5	4	6.25%
4	3	31,25%
3	6	12,5%
2	0	25%
1	3	25%
Total	16	100%

Some of the students problems thier fluency while conversation. Based on the diagram above four the students fluency when speaking, 31,25% or three students problem how to pronounce English word and in the conversation at video say word by word, 12,5 % or six students hasitant, uncomplete sentence and language problem, 25% or three students problem thier language, 25% or four students speak by fluently almost native speaker.

Expressions

Were students' does conversation as Speaking Assesment not only focus on the speaking aspect but expression too. Below is the students' expression in conversation videos.

Figure 5.



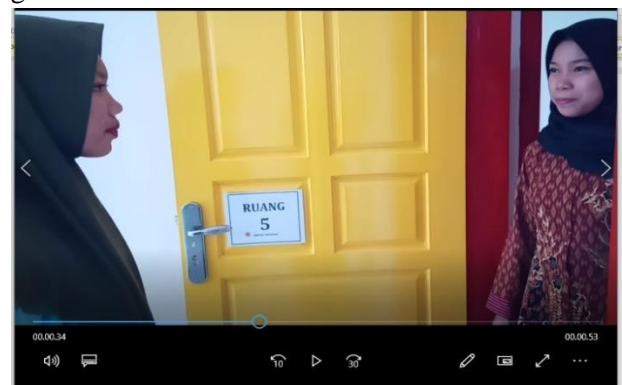
figure.6



Figure.7.



Figure.8.



Expression on our figure (5,6,7,8) are performance like in the real situation, thier performances in video expression likes as hotelier. Figure 5. Arsan looks smile while meet a guest when he has to clean his suite. Arsan looks tidy wear batik and look humble while talking with a guest. Figure number 6 in this picture shows between roomboy and guest looks anxiety and focus on the conversation and forgot how the behaviour as roomboy. Figure number 7 thier conversation in the real restaurant; Septi's role as waitress gives good greeting, Septi wears uniform looks so tidy. Figure number 8 Roomate gives good performance looking smile, and more gives time to guest to talk; the performance wear batik is looks like good role as roommate.

DISCUSSION

The student's difficulties in grammar are the ambiguity and the interference of the first language (Tilana et al., 2019). In this research, the researcher finds that about 25% of students speak English with good grammar because the students are rearranging sentences while talks many words are forgotten which is related to their grammar.

According to said that the common pronunciation problems are pre-systematics error, systematic error and post systematics error 10% of students while speaking English by true pronunciation. . In pronunciation the students mistakes its found that their less of practice and memorize of conversation while takes video. In Vocabulary, the students are not aware of adding new vocabulary themselves.

In this research, the researcher found that the students at LPK ISI Pringsewu still have problems with their vocabulary. Vocabulary is very important for the students because will develop other language skills like speaking, reading, writing, and listening

(Ajisoko, 2020) in this research the researcher finds that 18% of students have good vocabulary because the other students are lazy to enrich their vocabularies.

Some of the pictures above show the students doing conversations in a real situation, especially picture number 3) they did take the show in a real restaurant during their stays. As a hotelier, while gives service to the guest with a good attitude like good grooming, humble, polite, easy going, care, empathy, confidence, discipline, good communication, and good knowledge(A.E.C). Students good grooming on pictures number 1, 3, and 5 because shows they are tidy and use makeup (3,4). A humble person all students in the picture above look humble while meeting their guests not only in the room context but in the restaurant they also service by humble, while communicating thier be good listeners and patient, our students used body language like keeping eye contact dan give good gesture while service or greeting guest.

CONCLUSION

Based on the analysis and discussion section, the researcher find out the difficulties of the students in speaking. In grammar, many students are thinks that learn grammar needs while communication in writting form so, many students forgot it while doing conversation. Pronunciation in pronunciation some of students many missing words while pronounce its many reason thier never to check thier pronunciation and forgot it while makes mistake and not consult to thier insturcutre. In Vocabulary thier never adding or search new words, never read, listen or watch from native speaker in text,music or movies.

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