

STUDENTS' SPEAKING ENGLISH DIFFICULTIES BASED ON GENDER AT SMP IT AN-NIDA' LUBUKLINGGAU

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ABSTRACT

This research aimed (1) to find out the difficulty of speaking English based on gender at SMP IT An-Nida' Lubuklinggau and (2) to find out the causes of difficulty speaking English based on gender at SMP IT An-Nida' Lubuklinggau. This research used the qualitative descriptive method. The subjects in this study were classes VIII.1 and VIII.2 with the purposive sampling technique. Data collection techniques include questionnaires and interviews. In data analysis techniques, researchers use three steps: 1) data reduction, 2) data display, and 3) conclusion. The results of this research showed that most of the respondents experienced difficulties speaking English. (1) difficulties in pronunciation, lack of grammar, difficulty to memorize vocabulary, and their English is not very fluent. (2) Furthermore, the causes of students' difficulties from the research are lack of confidence, anxiety, fear of speaking, embarrassment to speak in front of the class, fear of speaking English incorrectly, and fear of making mistakes. difficulties in speaking English based on gender (1) Most females have difficulties in pronunciation, while (2) males have difficulties in grammar and vocabulary. From the results of the questionnaires, the scores of female students were 14,28% while the score of male students 66,66% of students had difficulty speaking English.. This indicates that male students are more difficult to speak English than female students.

Keywords: Speaking, difficulties, Gender.

INTRODUCTION

Communication is a fundamental requirement for daily life, and mastering English as a second language is crucial in today's globalized environment. Four essential skills, listening, speaking, reading, and writing, are essential for learning English. Speaking is a crucial aspect of communication, as it allows people to express their thoughts, feelings, and ideas (Helmanda & Nisa, 2019). According to Candraloka (2019), Speaking is a skill that must be learned constantly by students, with knowledge and understanding being essential components. The ability to use the right words in clear and concise sentences is essential for accurate processing of ideas.

Harmer (2007) asserts that speaking is a complicated ability because it involves elements of pronunciation, grammar, vocabulary, fluency, and comprehension. Indonesian students struggle with speaking English for various reasons, including lack of vocabulary, self-assurance, and fear of making mistakes (Megawati & Mandarin, 2016). Female students perform better in speaking, writing, and reading than male students, and they perform better in speaking, writing, and reading (Smith & Wilhelm in Erdiana, 2019). In addition, Griffin et al. (1999), Nonverbal communication is another area where males and females communicate differently. Females make greater eye contact, make more gestures, and smile more often than males. In addition, Tymson (1998) males often talk about things, while females typically discuss interpersonal interactions, people they know, and current events. Personal topics are significant to females, while males would rather avoid discussing them.

There are several factors that can affect the success of a students, like internal factors and external factors. Internal factors include gender, motivation, interests, attitudes, personality, learning methods or styles and others, while external factors can be in the form of demands from parent, schools and teachers, as well as the environment (Ratmaningsih, 2013). According to Hornby (2001), the difficulty is the quality of being difficult to accomplish or understand. Joan and Sarah (2016) assert that the term “gender”, refers to a person's social identification (e.g., female/male) and behavioural or psychological traits (e.g., masculine, feminine, androgynous, transgender).

I. METHODOLOGY

This research used a descriptive qualitative approach. The subject of this research was eighth grade at SMP IT Al-Nida' Lubuklinggau in the academic year 2022/2023 with 97 students. The sampling technique used purposive sampling and the subject selected was VIII.1 there were male students and VIII.2 there were female students. It was appropriate for the purpose of this research based on gender. The total of the subjects in this research is 48 students. The technique for collecting the data used questionnaires and interview. Then, researchers used percentages based on gender to find out students' difficulties in English and the causes of students' difficulties in English. Also to strengthen the data, researchers added more detailed information from students using interviews.

II. RESULT AND DISCUSSION

A. RESULT

1. The result of the students' questionnaires

No	Question	Yes	Sometimes	No
1.	Are you interested in learning English? (Apakah kamu tertarik belajar bahasa Inggris)	Female:61,90% Male : 48,14%	Female: 38,09% Male : 37,03%	Female: 0% Male : 14,81%
2.	Where did you first learn English? (Dimana kamu pertama kali belajar bahasa Inggris?)	Female Home : 57,14% School : 28,75% Course : 14,28% Male Home : 11,11% School : 81,48% Course : 7,40%		
3.	Do you often speak English at home? (Apakah kamu sering berbicara bahasa Inggris di rumah?)	Female: 0% Male : 3,70%	Female: 57,14% Male : 18,51%	Female: 42,85% Male : 77,77%
4.	Who do you speak English at home with? (Dengan siapa kamu berbicara bahasa Inggris di rumah?)	Female Parents : 28,57% Sist/Bro : 9,52% My Self : 19,04% Never : 0% Male Parents : 14,81% Sist/Bro : 3,70% My Self : 0% Never : 81,48%		
5.	How often do you speak English at home? (Seberapa sering kamu berbicara bahasa Inggris di rumah?)	Female Sometimes : 57,14% Never : 42,85% Male Sometimes : 18,51% Never : 81,48%		
6.	Do you often speak English at school?	Female: 4,76% Male : 3,70%	Female: 90,47% Male : 62,96%	Female: 4,76% Male : 33,33%

	(Apakah kamu sering berbicara bahasa Inggris di sekolah?)			
7.	Who do you speak English at school? (Dengan siapa kamu berbicara bahasa Inggris di sekolah?)	<p>Female</p> <p>Teacher : 28,75%</p> <p>Friend : 38,09%</p> <p>Both : 28,57%</p> <p>Never : 4,76%</p> <p>Male</p> <p>Teacher : 29,62%</p> <p>Friend : 22,22%</p> <p>Both : 18,51%</p> <p>Never : 29,62%</p>		
8.	How often do you speak English at school? (Seberapa sering kamu berbicara bahasa Inggris di sekolah?)	<p>Female</p> <p>Sometimes : 66,66%</p> <p>When Studying : 33,33%</p> <p>Never : 4,76%</p> <p>Male</p> <p>Sometimes : 51,85%</p> <p>When Studying : 14,81%</p> <p>Never : 33,33%</p>		
9.	If answer number 3 and 6 are not, then what languages do you frequently use at school and home? (Jika jawaban nomor 3 dan 6 tidak, lalu bahasa apa yang sering kamu gunakan di sekolah dan dirumah?)	<p>Female</p> <p>Indonesia : 47,61%</p> <p>Linggauness: 28,57%</p> <p>Both : 23,80%</p> <p>Male</p> <p>Indonesia : 51,85%</p> <p>Linggauness: 44,44%</p> <p>Both : 3,70%</p>		
10.	Do you take lessons to improve your English skills? (Apakah kamu mengikuti kursus untuk meningkatkan kemampuan bahasa Inggris anda?)	Female: 71,42%	Female:	Female: 28,57%
		Male : 51,85%	Male :	Male : 48,14%
11.	How long do you take the lessons? (Berapa lama kamu mengikuti kursus tersebut?)	<p>Female</p> <p>More than one year : 61,90%</p> <p>Less than one year : 9,52%</p> <p>Never attended Lesson : 28,57%</p> <p>Male</p>		

		More than one year : 33,33% Less than one year : 18,51% Never attended Lesson : 48,14%		
12.	Why do you take the lessons? (self-desire/wishes of parents) (Mengapa kamu mengikuti kursus? (keinginan sendiri/keinginan orang tua))	Female Self-desire : 23,80% Wishes of parents: 14,28% Both : 33,33% Never: 28,57% Male Self-desire : 14,81% Wishes of parents: 42,85% Both : 3,70% Never: 61,90%		
13.	Is English teaching in your class fun? (Apakah pengajaran bahasa Inggris dikelasmu menyenangkan?)	Female: 61,90% Male : 42,85%	Female: 38,09% Male : 28,57%	Female: 0% Male : 44,44%
14.	Are your teacher creative in teaching English in classroom? (Apakah gurumu kreatif dalam mengajar bahasa Inggris di kelas?)	Female: 57,14% Male : 70,375	Female: 42,85% Male : 29,62%	Female: 0% Male : 0%
15.	Do you have difficulty to speak English? (Apakah kamu mengalami kesulitan berbicara bahasa Inggris?)	Female: 14,28% Male : 66,66%	Female: 71,42% Male : 25,92%	Female: 14,28% Male : 7,40%
16.	Are you confuse to arrange correct sentence in conversation? (Apakah kamu bingung menyusun kalimat yang benar dalam percakapan?)	Female: 33,33% Male : 70,37%	Female: 52,38% Male : 29,62%	Female: 14,28% Male : 0%
17.	Does the lack of vocabulary make it difficult for you to speak English? (Apakah kurangnya kosakata membuat kamu kesulitan berbicara bahasa Inggris?)	Female: 33,33% Male : 81,485	Female: 42,85% Male : 18,51%	Female: 23,80% Male : 0%

18.	Does pronunciation make it difficult for you to speak English? (Apakah pengucapan membuat kamu sulit berbicara bahasa Inggris?)	Female: 33,33% Male : 62,96%	Female: 52,38% Male : 33,33%	Female: 14,28% Male : 3,70%
19	Does the lack of conversation ideas make it difficult for you to speak English? (Apakah kurangnya ide percakapan membuat kamu sulit berbicara bahasa Inggris?)	Female: 33,33% Male : 62,96%	Female: 57,14% Male : 33,33%	Female: 9,52% Male : 3,70%
20	Does confidence make it difficult for you to speak English? (Apakah rasa percaya diri membuat kamu sulit berbicara bahasa Inggris?)	Female: 47,61% Male : 59,25%	Female: 33,33% Male : 29,62%	Female: 19,04% Male : 11,11%

2. The result of the students interview

a. Female

Question 1 : Do you think English is a difficult subject?

Answer 1 : Not too difficult subject.

Question 2 : According to you, do the abilities of grammar mastery, vocabulary, and pronunciation have a relationship with speaking? if there is any relation, how and explain!

Answer 2 : Yes there are relationship with speaking, such as confuse to arrange correct sentence in

conversation. But for the. vocabulary problem, I know more or less and the pronunciation is not bad.

Question 3 : What do you think about concerns when speaking, such as worrying about something wrong, being nervous, and others?

Answer 3 : As for worrying, yes, definitely because you want to be in accordance with good and correct grammar and also, feeling nervous.

Question 4 : According to you personally, what difficulties did you experience in speaking English? Mention and explain!

Answer 4 : The first difficulty is grammar, lack of vocabulary, and also, confuse to arrange correct sentence in conversation to fit the grammar and pronunciation.

Question 5 : What efforts have you made to deal with your difficulties speaking English?

Answer 5 : I always practice with my self in front of mirror and with my friends. And also, I joined the course and sometimes I always practice in my home.

b. Male

Question 1 : Do you think English is a difficult subject?

Answer 1 : It is quites difficult to speak English. Because of the difficulty of memorizing vocabulary.

Question 2 : According to you, do the abilities of grammar mastery, vocabulary, and pronunciation have a relationship with speaking? if there is any relation, how and explain!

Answer 2 : Yes there are relationship with speaking. Because, if we understand grammar, it will become a good and corect sentence.

Question 3 : What do you think about concerns when speaking, such as worrying about something wrong, being nervous, and others?

Answer 3 : When speaking English, I feel afraid of being Wrong. Because,I am afraid of being laughed at by people.

Question 4 : According to you personally, what difficulties did you experience in speaking English? Mention and explain!

Answer 4 : Pronunciation is not good and lack of vocabulary.

Question 5 : What efforts have you made to deal with your difficulties speaking English?

Answer 5 : I joined an English course but only briefly.

B. DISCUSSION

1. The Students' Speaking English Difficulties Based on Gender at SMP IT An-Nida' Lubuklinggau

a. Female

The researcher found that female students still face difficulties in learning speaking skills, including confusion in composing sentences and interacting with interlocutors. Grammar is crucial for effective sentences, and female students must pay attention to pronunciation. Some students, who have been speaking English before school, feel confident in their pronunciation. Understanding English grammatical structures is helpful for learning other languages or teaching them to others. Additionally, female students often discuss more topics with their friends.

b. Male

Researcher found that male students still face difficulties learning to speak English, with major challenges including limited vocabulary acquisition from school, difficulty in composing conversational sentences, difficulty in speaking frequently, communication difficulties with friends, and poor pronunciation. Additionally, they have limited English-speaking partners and struggle with unfamiliar issues, leading some students to use their mother tongue when addressing unfamiliar issues. These challenges contribute to the difficulty in learning English for male students.

2. The Cause Of Students' Speaking English Difficulties Based on Gender at SMP IT An-Nida' Lubuklinggau

a. Female

Researcher found that female students' difficulties in speaking English stem from internal and external factors, depending on their perceptions of English. These factors include female students' interest in learning English, some prior knowledge, and frequent practice at home. Female students also have partners to practice and add new vocabulary, and are active in the classroom. Harmer's opinion (2011) supports this, as enthusiastic and passionate students do not display problematic behavior. However, pronunciation difficulties remain a challenge, leading to increased enthusiasm for learning English. Additionally, female students outperform men in speaking, are more active, and achieve higher grades than male students.

b. Male

The researcher findings from a questionnaire and interviews with 27 male students revealed that male students' difficulties in speaking English stem from internal and external factors. Male students are more dominant and less confident in speaking English, which can negatively impact their confidence and communication. Insecurity arises when the interlocutor doesn't understand the dialogue, leading to silent and reluctance to speak. Some male students are not interested in learning English, as they only learn during lessons and have no friends to speak with. They also rarely speak English and use their mother tongue when talking to others. Only a few male students attend English courses. The questionnaire results also indicate that English teaching is less fun and the teachers' teaching style is less creative.

1. Students' Speaking English Difficulties Based on Gender at SMP IT An-Nida' Lubuklinggau.

a. Female

Female students face difficulties speaking English due to internal and external factors, including interest, prior knowledge, and frequent practice. They are enthusiastic about learning English but struggle with pronunciation. Women outperform males in various linguistic abilities, while men have more difficulties speaking than women. Overall, female students face challenges in speaking English due to their internal and external factors.

b. Male

A Research of 27 male students found that their difficulties in speaking English stem from internal and external factors. Male students are more dominant and less confident, leading to insecurity and reluctance to speak. Insufficient ideas also hinder communication. Some students are less interested in learning English, only learning during lessons and having no friends. English teaching is less fun and the teachers' teaching style is less creative.

2. The Cause of Students' Speaking English Difficulties Based on Gender at SMP IT An-Nida' Lubuklinggau.

a. Female

Female students face speaking English difficulties due to internal and external factors, including interest, prior knowledge, and frequent practice. They have partners, practice vocabulary, and are active in the classroom. However, pronunciation is a key difficulty. Addressing pronunciation issues can increase students' enthusiasm for learning English.

b. Male

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CONCLUSION

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practice. They are enthusiastic about learning English but struggle with pronunciation. Women outperform males in various linguistic abilities, while men have more difficulties speaking than women. Overall, female students face challenges in speaking English due to their internal and external factors.

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