



# Analysis Problems of Low Skill English Speaking for Senior High School Students in Indonesia

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**Abstract**— Indonesian students learn to speak English from elementary school to university, but they still get lower skill in using English actively especially in speaking. It shows that there is serious problem of learning English in Indonesia. This research to elaborate the real problem of student in senior high school in learning English especially in speaking. Survey method is used in this study to find responses from students in Empat Lawang regency South Sumatera, Indonesia. After analysing data, the result of research can be presented as: the first, in the mind of students of senior high school English is difficult, not substantive for their future and only formality subject. Secondly, students' problem in learning especially speaking skill such as unconfident mentality, low motivation and lack of practice. So it can be concluded that problem of learning English for senior high school is from inner and outer class room. It recommended that teaching English in senior high school must be designed as interesting and necessity based for students.

**Keyword**— English Speaking Skill, Senior High School Student, Learning Problem.

## I. INTRODUCTION

English become one of main lesson in Indonesia from elementary to Senior High School but Indonesian still has very lower in active user English in communication for Senior High School students. English courses in Indonesia are many to aid Indonesians who want to go broad or get scholarship at English user country. So, it can be stated there are many problems of English lesson implementation in Indonesia.

As the study of English in Vocational School by Nasihin (2019) that students of third years in Vocational school has lower competence in using English to communicate in Industri. It can be suprised that students who had been followed English class for ten years still get big problem in communication. Tambunsaribu (2021) also found that internal problem of learning English they are; a) students feel compused to English lesson (77%); b) Students hate English subject (15 %); and c) Students think English is not important (8%).

Data from National Based exam in Senior High school in Indonesia, teachers stated that very litle students

can pass the exam based the standard, but they can pass the exam by remedial or portofolios tasks. From this condition, it can be known that final examanition of English skill in Senior High School is only formality and it is not the view of real skill the students' get as senior high school graduates.

Many English courses have members from graduated students from Senior High school who want to continue to university or to get job. So, it can be seen that English learning in the school could not help students to continue their steps after finishing school.

So, from the problems above, it is needed to be investigated the real problems of low competence of using active English of Indonesian Students by research questions below:

How is position English lesson for speaking in senior high school?

How is the students problem of learning English speaking in senior high School?

## II. LITERATURE REVIEW

### 2.1. Speaking English teaching In Indonesia for Senior High School

Teaching English for senior school in Indonesia has goal to prepare students to be skilled in listening, speaking, reading and writing to face global competition (Kurikulum, 2013). In first year of senior high school, students get twelve materials; in second year they get ten materials and in third year they get 8 materials. If we look at the content of materials, we can predict that the Indonesian students will be active English users exactly.

In Indonesia senior high school English Speaking standar is social standar communication such as how to introduce self and others, how to invite to such agenda, saying opinion, etc (Curriculum of Indonesian National, 2018). From the standar skill of speaking for senior high school students in Indonesia curriculum, it can be seen that exactly desain of curriculum has fairly good goal in mastering English.

### 2.2. Problems in mastering English Speaking for Senior High school students

Speaking still become problem of second and foreign language speakers. Indonesia is one of user English as foreign language. For this condition, many problems rise in mastering English exactly in speaking skill. Indrianty (2016) finds in her study about students problem in learning English that two types of anxiety were evidenced, i.e. trait anxiety and state/situational anxiety and the students' anxiety in English speaking class was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Negative perception of students in learning English still become serious problem.

Nasihin (2019) finds that lower motivation of students in learning English become one factor of lower skill in using English. So, about motivation in learning English still become serious problem for Indonesian learners. Students only follow the duty in learning English. They do not have more hope in English class. More over Nasihin, et al (2022) concluded in their research that lower motivation of learning English caused by teacher failed in building students' perception English position for helping their future.

Afifah (2018) said that lack of practicing become problem of speaking skill for students, so practicing is very important. English learning strategy which is implemented

in senior high school based national curriculum does not work effectively. More chance to practice in speaking group may be one of solution for lower skill in speaking.

## III. METHODS

### 3.1. Participants

Seven hundreds students of senior high school in south Sumatera Indonesia exactly in Empat Lawang regency become participant of survey. They are students of third years or the last level in senior high school. They participated in giving responses to survey about problems of learning and mastering English speaking in senior high school.

### 3.2. Instruments

Following Kountur (P. 110, 2009) said that survey is the best method in collecting real data in field. Questioners about English position for student to investigate perception and motivation of student to English learning and teaching in Senior High School. Then questioners also are given to students about English learning problems to get data of problems caused low competence of students senior high school. Data are technical learning and teaching English problem in the class room.

### 3.3. Data analysis

Data of research are analysed by using SPSS to know the percentage of each problems in mastering English speaking in Indonesia senior high school. After taking percentage of each students responses, the study presents data of students' problem of low skill in speaking English from Senior High school in Indonesia.

## IV. RESULT

This research is survey about the problem of low skill in speaking English for Senior High School students in Indonesia. The fokus of this research are (1) to find out the students motivation and perception of learning English activity in Senior High School: (2) The problem of learning English speaking in Senior High School. So the result of this research can be presented below:

### 4.1. Position English lesson in Senior High school according to Senior High School Students

From survey participants from students give responses as in tabel 4. 1 below:

Table 4.1. Responses of Senior High School students about English role for them

Response Item	Strongly agree	Agree	Not sure	Strongly disagree	Disagree	Total	Percentage
English is only a formality subject/ lesson in my school	300 (42,86%)	150 (21,43%)	73(10,43%)	120 (17,14%)	57 (8,14%)	700	100%
English is only my obligation as student.	470 (67%)	130 (19%)	40 (6%)	50 (7%)	10 (1%)	700	100%
I only hope to pass and get minimum score for English Lesson.	320 (46%)	213 (30%)	50 (7%)	37 (5%)	20 (3%)	700	100%
I do not hope can speak English fluently too much from my Senior High School.	500 (71%)	120 (17%)	10 (1%)	50 (7%)	20 (3%)	700	100%
I study English in my class room only as passive student.	375 (54%)	125 (18%)	5 (1%)	125 (18%)	70 (10%)	700	100%

From data of survey above it can be stated that 64,29 % students have negative spirit in learning English, they admired that English is only formality subject in Senior High School. Then, 76% students stated that they only felt English is their obligation, they get burder and some times get problems in learning English by narrow motivation. More over, the intention of students only to pass the minimum score or passing grade is 87% students. Then, for 92% students are hopeless in getting good competence in English especially speaking by following English class in their senior high school. Finally, for 87% students stated that

they are passive students in English class for their senior high school.

#### 4.2. The students problem of learning English Speaking in Senior High School

After conducting survey by questionaires to senior high school students, it can be presented the resposes of participants about the problem of learning English which caused low skill in speaking English or being active English users. The result as in tabel 4.2. below.

Table 4.2. The responses of senior high school student toward learning English problem to get speaking skill.

Response Item	Strongly agree	Agree	Not sure	Strongly disagree	Disagree	Total
I hate English lesson exactly	124 (17,70%)	376 (53,71%)	44 (6,28%)	65 (9,28 %)	91 (13%)	700 (100%)
English is very difficult to be mastered	309 (44,14%)	151 (21,57%)	50 (7,14%)	70 (10%)	120 (17,14%)	700 (100%)
I think I do not need English so much in my future.	288 (41.14%)	360 (51,42%)	42 (6%)	3 (0,42%)	7 (1%)	700 (100%)
I get difficult to practice speaking English because lack of vocabularies for English	209 (29,86%)	271 (38,71%)	43 (6,14%)	72 (10,29%)	105 (15%)	700 (100%)
English difficult because different spelling, pronunciation and meaning.	217 (31%)	322 (46%)	74 (10,57%)	57(8,14 %)	20 (2,86%)	700 (100%)
I hate to the English Teacher because she or he gives compused presentation for me	134 (17,70%)	350 (53,71%)	49 (6,28%)	65 (9,28 %)	101 (13%)	700 (100%)

From table above it can be described that the first, students who said that they hate English lesson exactly are 71,41%. Secondly, students who said that English is very difficult to be mastered are 65,71%. Thirdly, students who said that they do not need English so much in my future are 92,56%. Fourthly, students who said that they get difficult to practice speaking English because lack of vocabularies for English are 68,57%. Fifthly, students who said that English is difficult lesson because it has different spelling, pronunciation and meaning are 77%. The last, Students who said that they hate to the English Teacher because she or he gives confused presentation for them are 71,41 %.

## V. DISCUSSION

### 5.1. English lesson Position in Senior High School

Data of research show that according to respondents, English in senior high school is only formality. English lesson class in senior high school could not give really skill in speaking especially and others commonly because low motivation, low skill basic and too high curriculum target. It is inline with study of English in Vocational school by Nasihin (2019) that the motivation of vocational school students in learning English is low because the curriculum is too general not really related to their needs to get job. More over Nasihin (2022) also find by giving information about the useful English for getting job, getting good career and reputable style for students' future, the students' motivation in automotive class increased.

Safnil (2000) also said that English teaching for learning must be in simple and suitable to the goal of learners after class. So from this statement, it can be concluded that in English curriculum for Senior High School or Vocational School must be developed in simple and suitable curriculum. Randu, Azmi.et.al (2020) said that English teaching in Indonesia exactly to prepare Indonesian in order to be able to speak English.

The finding also shows that students admired English as formality subject not necessity subject for them. This is in line with Nasihin (2022) found that student of automotive in learning by general material admired English is not so important subject, they only need automotive skill for their future. So the position English in students' mind is negative and it makes English difficult. It caused lower skill of speaking English after graduating from senior high school. Rahayu (2018) also finds that problem in learning English for students as: (1) negative perception and lower motivation in practising to speak English; (2) less of practicing English and (3) Students are not confident to practice English. More over El-Omari, A. H. (2016) also

find some point to effect students' achievement in learning English, one of them is good motivation.

More over, Tuyen. Le (2022) finds that student-related factors, teacher-related factors, and environment-related factors had a significant influence on the teachers' teaching of English in their classrooms, and that the teachers' perceptions of the factors affecting their teaching had no statistically significant difference. So problem of lower motivation and negative perception from senior high school students must be solved by school, teacher and students their selves.

### 5.2. The students problem of learning English Speaking in School

English as foreign language brings difficulty in mastering it. The study shows that students get problem in English learning from too high curriculum or materia, lack of basic skill, lack of vocabulary in mind and wrong motivation to get raport score only. This finding is in line with Safnil (2019) who found that one difficulty in writing article is lack of English skill. Phan, L. H. (2017) also found the problem of teaching English in Vietnam.

More over Nasihin (2019) found that the students of automotive do not want to study English seriously because speaking is difficult and confused for general object such as about computer, about foods or about physic.

Finding in this research also shows that the third years student could not introduce self; they could not state about hours and they could not state opinions. From this finding it can stated that students of senior high school are in big problem in English skill after following the English class. This finding is in line with Indrianty (2016), Nasihin (2020), and Safnil (2010), they discuss about Indonesian students problem in learning English as foreign language. It is contradictive to the position of English in the world. It is the most important language in the world such as Jain and Patel said that English is now one of the most frequently spoken languages on an international market (Jain & Patel, 2008).

Moreover, Nasihin. et.al (2022) also said that English curriculum must be changed and differesd between vocational school and senior high school because they have different focus. Qin, M (2013) also suggest strategy for improving skill in teaching English especially for tourism class. Prachanant (2012) stated his anlysis about English curriculum related to the students' skill in Tourism Industry calss.

Lack of vocabularies and practicing also become one of findings in as students' problem in mastering English on this research. Farrell, et.al (2013) said about reflecting on ESL teacher belief's and classroom practice, they

conclude that lack of practice can make lower skill of speaking English. It can be understood that teachers' motivation and suitable strategy in teaching English is very important to support students to get speaking skill in learning English. Junaidi, et.al (2014) also found that the need of explicit strategies-based instruction for developing students' speaking skill, particularly for the less successful students. Gillan, C. (2021) also find that in speaking learning students must practice more. Then, Chiang (2014) also find the problem of learning English in Taiwan such as passive learning still dominates, learners have problem lasting interest in learning and learners stress the importance of input being 'of interest' and 'with easy access. More over, Zhu, B., & Zhou, Y. (2012) find the problem of English learning for Junior School students.

From the discuss above, it can be stated that for normal curriculum and learning system for English lesson still has problem for students such as anxiety, lower motivation dan getting difficult. It is the real problem of lower skill in English for speaking which is needed to find the solution.

## VI. CONCLUSION

The first, position English lesson in Senior High School is still formality and not based on field need. Teachers and also students in Senior High School and Vocational School felt that English is only one of subject which must be

Secondly, student problem in mastering speaking for senior high school Indonesia include lack of vocabulary, negative perception to English, thinking English as difficult lesson no connection to the English teacher,

## RECOMENDATION

The first, teacher or school must pay attention seriously to the English teaching and learning motivation, exactly in speaking skill. Presenting learning and teaching in speaking class by enjoy, relax and interesting setting could be supported to the students' motivation in learning English. Punishment also can be chosen as preser to some students to improve they effort in mastering English speaking.

Secondly, teacher and students must find a fit strategy to solve the students' problem seuch as lack of vocabularies, getting difficulty in pronouncing, and getting difficult in grammar and structure understanding by taking strong commitmen to master English.

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