

PROBLEMS FACED BY STUDENTS IN SPEAKING ENGLISH

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ABSTRAK

English is an international or global language that individuals from different regions or countries use to help them understand and interact with one another. Indonesian is the national language of Indonesia. One of the language skills that students need to be proficient is speaking, as speaking is the most crucial aspect of the objectives for learning Indonesian. The first goal of this study is to determine students' difficulties in speaking English, and the second is to look for possible remedies. In this research, a case study methodology was carried out. Students of class XII at one of public senior high schools in Tarakan served as the research subjects. Of the 36 students, only 28 per cent (10) were deemed to speak. This study revealed that students' challenges when speaking English are primarily related to a deficiency of vocabulary, challenging grammar, and challenging pronunciation.

Keywords: *Problems, Language, Speaking Skills*

INTRODUCTION

Language is our means of communicating between humans with one another. Language is humans' ability to communicate with other humans by using it to interact with others, especially with the people around us. Many people say learning a language is easy because they think we use it daily. According to Sari and Lestari (2019), learning a language is about communicating with the language and knowing and understanding the meaning of the words used. Speaking is a crucial communication skill employed in many contexts throughout daily life. Good speaking abilities are necessary to communicate ideas, comprehend people, and participate meaningfully in academic, professional, and social circumstances. Based on (Gatra, 2018), with this basic concept of speaking as a tool for communication, teaching speaking skills is expected to be actively interactive, two-way or multi-way. This teaching of speaking skills is now something more varied and meaningful but gets an active response from the audience.

Language is also needed for communication, and language has many differences in each region (Muliana, 2021). From this difference, many problems are found when two people from different areas meet and talk to each other because there are limitations in understanding other languages. So, because of this problem, Indonesian was made the national language of Indonesia, and English became an international language or a worldwide language to make it easier for people from various regions or countries to communicate with each other and understand a conversation. As globalisation becomes more widespread, English-speaking skills are crucial to master. English speaking skills become essential to master, considering English is an international language. Without the ability to learn English in a country that does not use Indonesian as the language of instruction, it will cause a loss of direction and direction in the

country because they cannot communicate with the local people. Local people. At that time, it is also necessary to speak with the right speech to get the correct information. In order to get the information correctly.

English proficiency and technological mastery are two of the many talents necessary to keep up with the ever-increasing demands of modern life, which affect people in every area. One language that has been recognised as a global language is English. Thus, we can easily converse with anyone anywhere in the world if we speak English. Indonesia has made learning English a requirement for graduation, extending from elementary school to university. According to Susanthi (2021), Considering how important it is to speak English, the younger generation must improve their language skills to compete nationally and globally. For instance, fluency in English is a prerequisite for Indonesian students wishing to further their education overseas. Proficiency in English is one of the prerequisites. Furthermore, Kustani (2016) added that English is spoken more in some countries than any other language except Chinese.

Based on Hadi (2017), language skills will be better if you master the four language skills: reading, writing, listening and speaking. Language skills broadly cover two main domains, namely language competence and performance, which is the ability to understand and use language appropriately and correctly in oral and written communication activities. According to Intan et al. (2020), speaking is one of the most essential skills students must learn in English. This is very important because by mastering speaking skills, students can express their ideas to interlocutors during the communication process to achieve their communication goals.

Speaking skills are one of the language skills that students must master because speaking skills competence is the most critical component in Indonesian language learning objectives (Gatra, 2018). Speaking as one of the four language skills is very important in communication. Speaking is one aspect of language ability that functions to convey information orally. Speaking means actively expressing ideas or oral messages. In conveying a message, the information must be easily understood by others to communicate smoothly. With this basic concept of speaking as a tool for communication, teaching speaking skills is expected to be actively interactive, two-way or multi-directional. Thus, the teaching of speaking skills is more varied and meaningful but gets an active response from the students. Without meaning but gets an active response from the audience.

Speaking and understanding English is crucial in the modern communication age (Ya-ni, 2007). This is because effective worldwide communication requires the ability to talk in the twenty-first century. Worldwide correspondence in the 21st century. The paradigm shift in society holds that proficiency in speaking English is a sign of mastery. Based on Widiarini and Arini (2022), speaking fluency is the primary objective of most English language learners—speaking abilities. However, speaking is frequently seen by English language learners, including students, as challenging to acquire. Many students have studied English for a long time, but most struggle to speak the language clearly and effectively.

Speaking is divided into two stages: preparation and delivery. Organising speech involves considering the appropriate words to sway the listener, and putting that planning into actual words, phrases, and sentences is known as execution. Certain phases of language learning, particularly when it comes to speaking, might make it difficult for pupils to become fluent speakers (Intan & Dkk, 2020). However, non-linguistic elements such as student motivation,

anxiety, and the materials and methods teachers utilise may also contribute to students' struggles with speaking proficiency. Motivation is one of the most critical components for students to learn English, especially speaking. According to Ananda and Fadhilaturrahmi (2018), one of the key tactics for encouraging pupils to study is to manage classroom interaction effectively.

Based on observations during learning, problems are found, such as a lack of English vocabulary owned by students, lack of confidence, complicated grammar, no motivation for students to learn to speak English, fear of mispronouncing English words, and fear of being arrogant for speaking English. Speaking skills of students in class XII MIPA 2 odd semester of the 2023 academic year of SMA Negeri 1 Tarakan, based on the results of observations, only 28% (10 students) of 36 students were considered very fluent in speaking English. Indicators used to measure speaking skills are fluency, accuracy of word choice, sentence structure, reasoning and eye contact. eye contact. Based on the observation, it is also seen that students have difficulties in learning English, especially speaking, and think that speaking is difficult. One of the problematic and frequent problems students face is pronunciation problems when speaking. Pronunciation is one part of speaking skills that can be observed and known. When someone speaks in English, people who listen will directly identify the person's pronunciation. According to Ummah et al. (2012), learning English is essential.

The first goal of this study is to describe the difficulties that students encounter when speaking English, and the second is to identify potential solutions for these difficulties. The way that students will be motivated to study and want to learn English will be discussed to address the issues they are having with speaking the language. The lesson offers information about overcoming obstacles when learning English. Pronunciation, vocabulary, and grammar are three language components that are crucial to supporting the four competencies. Professional language teachers are required to generate high-quality students in order for them to reach the highest levels of English proficiency (Megawati, 2016).

METHOD

This research used a qualitative research with a case study approach. The research was conducted on odd-semester students in October 2023. Qualitative research is described (Creswell, 2012) as "a type of educational research in which the researcher relies on the views of participants, asks broad and general questions, collects data consisting mostly of words (or text) from participants, describes and analyses these words to find themes, and conducts inquiry in a subjective and biased manner". Because a qualitative case study design is the most suitable for addressing the research issues, the researchers in this study used it to answer them.

The research subjects were class XII MIPA 2 SMA Negeri 1 Tarakan students. Where previously, they had received primary English material. The number of the research subjects was 36 students. Data was collected by observing and asking about the problems faced by students when speaking English. The data in this study is data obtained directly by researchers. The data in this study is obtained directly from the field through observations when it takes place, namely recording student conversations, asking for student writing results, and then analysing them. The results of the data the results of the data obtained will be described in a narrative or descriptive manner.

FINDINGS

1. Speaking English Problem

In learning English, a student must have experienced an obstacle in learning. These obstacles can lead to more-than-optimal student learning outcomes. In addition, three language elements play an essential role in supporting the four skills: pronunciation, vocabulary, and grammar (language structure); this is always an obstacle to learning English (Megawati, 2016). Pronunciation is essential in vocabulary development because it involves distinguishing between sounds that combine to form words. If a student is accustomed to mispronouncing a word, there is a tendency for him/her to be unable to give clear information. For him not to be able to provide transparent information (Sofiyanti, 2014).

The more vocabulary students master, the easier it is to learn English. Vocabulary in language learning, including English, is one of the important things to master (Sudrajat & Herlina, 2015). Grammar is the rule of organising language elements into a patterned language. Each region has a different language structure. Each region has a different language structure, which affects students in learning English because previously, they were used to their respective local languages. Based on Roinah (2019), mastery of the language structure will make it easier for students to learn English, especially in stringing words into sentences. Learning problems come from two factors, namely internal factors, including attitudes towards learning, learning motivation, learning concentration, and learning habits and external factors, including the learning process driven by students' intrinsic motivation. The learning process can also occur or become more muscular if the students' environment drives it. Furthermore, internal factor problems include student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and learning habits. At the same time, external factors include teacher factors, social environment, school curriculum, and infrastructure (Anzar & Mardhatillah, 2017).

As supporting material for research data, observations were made by recording students when they were speaking English. Before recording, students were asked to write down the topic idea or message they wanted to convey on paper. Then, after writing the topic of the idea or message to be conveyed, students are asked to outline the topic. After students outline, the outline related to the topic is made into a 1 paragraph narrative. After becoming one narrative paragraph, students are asked to convey the topic by speaking English. The researcher classifies the results of student recordings into three categories: active, less active, and passive students. Moreover, from here, we know the students' Pronunciation, vocabulary and grammar.

The results of the analysis show that students who actively participate in English classes can carry out projects confidently and fluently with almost correct pronunciation. This can be seen from their facial expressions, which do not show tension or fluency when discussing their chosen topic. They confidently described their reasons for choosing the topic. Some students even did excellent improvisation to provide detailed information to the listeners. For students who are less active in the learning process, their performance could have been better, especially in the pronunciation of English vocabulary. However, they still sounded stuttered because they had yet to memorise or read the text on their notes or read the text in the notes. The prepared notes helped to provide ideas that would be conveyed in the recording. For

facial expressions, they looked relaxed and not tense when giving explanations related to the topics they wanted to convey.

Even though they had prepared notes to read, the Speaking recordings of students who did not actively participate in class during the English language learning process revealed that they needed more confidence to describe their subjects in English. They spoke exceptionally softly and had uncomfortable or nervous facial expressions while they discussed the subject. Furthermore, the language's structure could have been better. This is evident when they attempt to pronounce English terminology, using stuttering and repeating words as a sign of uncertainty. This is because translating from Indonesian into English without double-checking has its limitations.

The following is the documentation of the video-taking process while conducting research in the classroom.



Figure 1 Speaking Practice

2. Overcoming Students' Difficulty Speaking English

Susanthi (2021) claims that a lack of instructional media impacts pupils' motivation to learn. Teachers must develop their instructional materials, which raises their costs inadvertently. The teacher is nonetheless thrilled to be teaching the pupils despite this. The institution must provide the optimum teaching atmosphere. According to Darsiana (2018), the factors that make speaking English feel difficult for students are:

1. Low level of English-speaking skills due to unfamiliarity.
2. Some students need more confidence when they are asked to speak in English. When viewed from the mastery of vocabulary, these students should have been able to speak English even though in a series of straightforward sentences.
3. They are having difficulty speaking English, and they are not able to communicate.

There are several ways to overcome difficulties in learning English, namely:

1. The first thing you have to fix is to improve the learning environment. You have to create a learning environment that is comfortable and supportive for learning English. Do not let yourself learn in an environment that makes you depressed.
2. Always be active in memorising.
3. One new vocabulary means that the more vocabulary is obtained, the easier it is for students to communicate and, therefore, memorise more vocabulary.

4. Familiarise yourself with English. Start English with daily life, and when you talk to friends, get used to using English or arrange a study schedule using English.
5. Must routinely practice means making it a habit always to practice yourself wherever you can through the mirror.

3. Simple Ways to Improve Speaking Skills

Nowadays, as in the past, language is regarded as universal. Learning English is frequently necessary to pursue advancements in science and technology, not just business and economics. English proficiency is now deemed so vital that it is taught in schools starting at a young age and is becoming a prerequisite for many jobs. The following are some basic, doable strategies to help you become a better English speaker:

a. Reading

Reading English-language literature frequently is the first step towards improving your English-speaking abilities. You can frequently read news from international websites if you enjoy keeping up with celebrity rumours and news from newspapers and publications. Try reading fiction books and comics that are written in English if you enjoy reading books or comics. Many free or inexpensive e-books are available online for you to read anytime, saving you money compared to purchasing English-language books. as though you had to purchase paperback English novels. It does not matter if you first need help understanding what you are reading. It is optional to use a dictionary occasionally. Continue reading until you have a general understanding of the news's plot. You will eventually grow accustomed to the word choice and sentence structure. Word choice. The adaptation period for this reading pattern is simply a few months.

b. Observation

Particularly, observing here entails taking in everything that is English-related in the environment. When watching English-language films, pay attention to the dialogue and try to follow along without constantly checking the subtitles. Keep an eye on how the actors and actresses in the film pronounce words, utilise specific phrases in different settings, and vary their vocabulary. You will gain a better sense through this visual observation, which will help you become more adept. Learning the meanings behind the lyrics of your favourite songs is a great way to expand your vocabulary.

c. Write

After frequent reading and observation, your understanding of the English language will improve. However, this still places you in the English category. Write in English if you want to develop your writing abilities In the English language. You can practice by translating your blog posts or diary entries into English. Reviews from blogs or diaries in English. It makes no difference if your grammar If you continue to have problems with grammar, it will not matter. What matters is that you may practice speaking a foreign language until you become proficient in it—An overseas tongue. One of the best and most straightforward ways to memorise your new vocabulary is to write it down. It is the simplest method for memorisation, and writing down a series of sentences in English makes it easier to evaluate your grammar mistakes.

d. Practice speaking

If you never use proper grammar in speech, it is useless. Since language is meant to be used for communication, you must learn how to express yourself verbally in English when you have intentions. The important thing is first to try to grasp what you are expressing in English to the other person. As you become more comfortable speaking English, your grammar will naturally improve. Your spoken English will naturally improve as a result of this.

e. Make use of social media and games.

Additionally, this is among the simplest methods for enhancing your English. Make full use of social media to aid in your English language learning. In English. Ensure your Twitter, Instagram, and Facebook profiles are set to English. Seek out online pals with whom you can communicate frequently and who speak English as their first language. Engaging with individuals from many countries can not only facilitate friendships but also provide you with the chance to expand your vocabulary. Words. Play the games you like to play. Games typically have speech, whether time management and strategy games or role-playing games. English-language dialogue typically accompanies time management and strategy. Of course, you can pick up English while you play.

f. Take a notes

When you encounter unfamiliar words or hear them casually, it is beneficial to jot down a brief note to aid in your memory and facilitate further learning later. This is a relatively easy task. Jot down ideas on your phone instead of carrying along books and pens. Grammar, pronunciation, and vocabulary are some areas that are improved during the teaching-learning process when speaking in English.

The overall conclusion drawn from the research findings is that each student's level of language proficiency affects how difficult it is for them to speak English when they reach full language competency. As evidenced by the comment made by research participants categorised as active, speaking is considered the most accessible ability. According to passive pupils, speaking is the most complex skill to develop, which contradicts this statement—The hardest to master.

CONCLUSION

Learning English, especially in the speaking field, must be connected to the emergence of various problems students face. These difficulties can be seen from each language skill or as a whole. The difficulties faced in class conditions with different speaking competencies also vary in results. In this study, the problems students face when speaking English are lack of vocabulary, complex grammar and pronunciation. Furthermore, to overcome lazy students learning to speak English, lack of confidence and no motivation to learn to speak English, what must be done is to create a comfortable learning environment, diligently memorise vocabulary, get used to speaking English starting from daily conversations and practice repeatedly to get used to it. The video recording results show that active and less active students can carry out the final project well in terms of self-confidence and grammar. Grammar. However, for passive students, the recording shows that students need more confidence and can explain fluently.

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