

**STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH FOR EFL STUDENTS AT
THE ELEVENTH GRADE OF MA MIFTAHUL ULUM KRADINAN MADIUN**

THESIS



By

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ABSTRACT

FAHIRA, AYU HANA. 2022. *Students' Difficulties in Speaking English for EFL students at The Eleventh Grade of MA Miftahul Ulum Kradinan Madiun in Academic Year of 2021/2022.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor Dr. Tintin Susilowati, M.Pd.

Key Words: *Speaking English, Speaking Difficulties, Solutions*

Speaking is one of the four skills in English. It is used by people as the main process in daily communication with other people. In teaching and learning English, speaking is an important skill, as it takes more than knowing the grammar and vocabulary. English Speaking is also not easy for students, because they must study hard if they want to speak fluently and have good comprehension to speak. Therefore, they must learn more about vocabulary and pronunciation.

The purpose of this research was to find out the students' difficulties in speaking English and to find the solutions to overcome the students' difficulties in speaking English.

The research used qualitative approach and used the descriptive qualitative design. The researcher uses observation, interview and documentation as instrument data. In this research, the researcher uses non participant observation, the researcher only becomes an observer. The researcher chosen the eleventh grade of MA Miftahul Ulum Kradinan Madiun.

From the result of the observation, interview and documentation the researcher found that most of the students have several difficulties in speaking English. The students do not know the vocabulary because they do not want to memorize the vocabulary. They worry about making mistakes in grammar and pronunciation. They are embarrassed to speak in front of the class because they afraid if laughed at by their friends. They prefer to use their own language. So, from the data above, the researcher conclude that there are several students' difficulties in speaking English, there were lack of vocabulary, lack in pronunciation, poor in grammar, fear of mistake, shyness and mother-tongue use. To solve the students' difficulties in speaking English the teacher use group work, repeating technique, improve the students' concentration when learning English and create a harmonious atmosphere when learning English. With some of these solutions, it is hoped that they can improve the students' English speaking skills.



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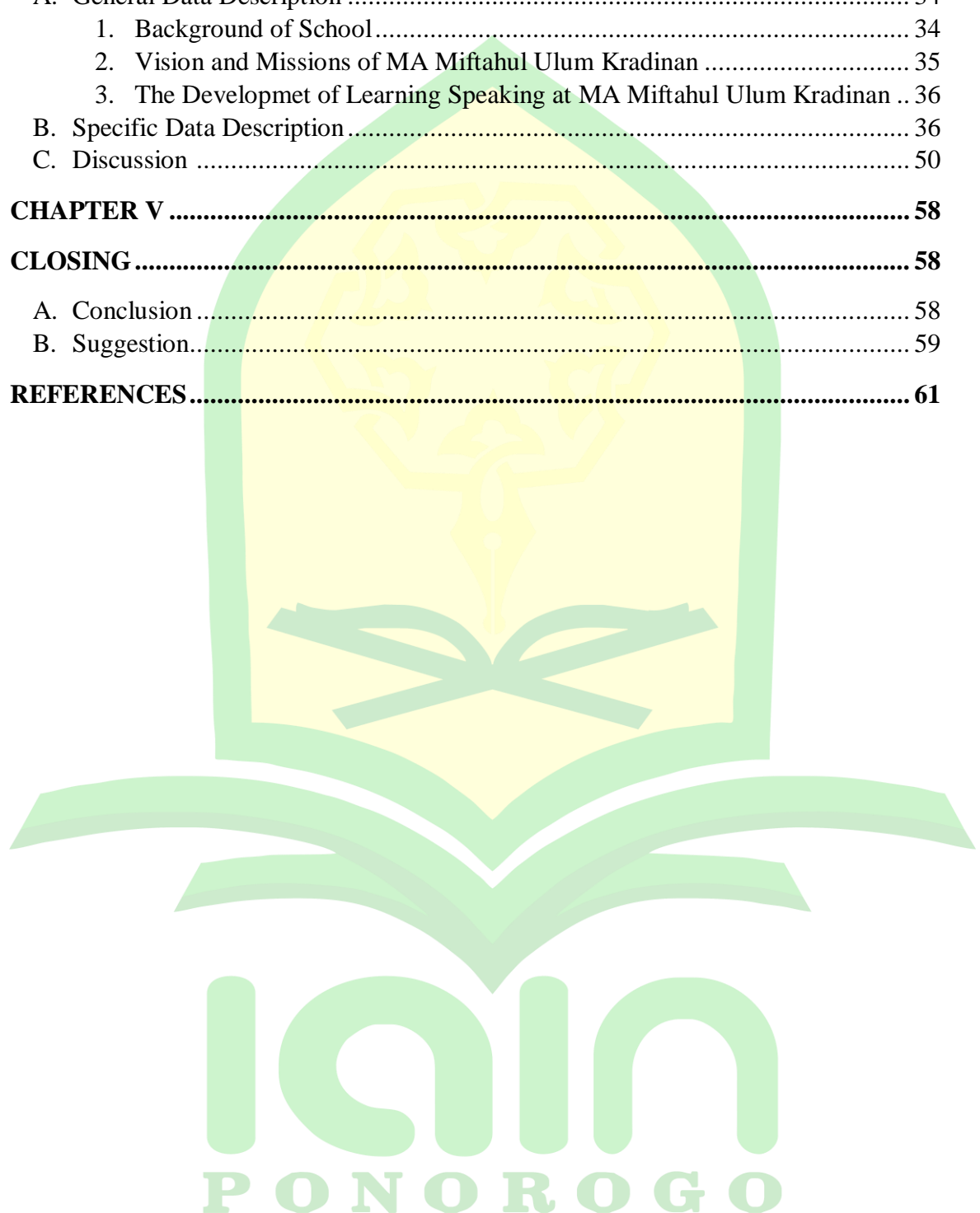
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CHAPTER I

INTRODUCTION

In this chapter confirms the background of the study, the research focus, statement of the study, the objective of the study, the significance of the study and the organization of the thesis.

A. Background of the Study

Language is an important part of human life because it is essential for communication and communication activities with others. It is hard to do all activities without language. Every person uses language as a tool of communication with each other to express the personal reaction, and to stimulate a response from someone else. It means that language is a communication tool to express what have thought. Language also allows to give and receive information.

In this era globalization, the language is used to interact from one country to another country. That is why English is taught and studied in every school. In studying English, there are four skills studied such as reading, listening, writing, and speaking. All these skills cannot be separated from each other. Among these skills, speaking skill is one of the most important skills that students learn as they learn English.

Speaking English is the most important aspect for students in Indonesia. It will be important in daily life, for example, introducing Indonesia abroad by using English, etc. Speaks English fluently too important for debate competitions, make conversations with strangers a tool buy and sell. So, students have to prepare everything well at school by getting used to speaking English. The English curriculum in high school is designed to help students communicate in English easily and confidently. Speaking is the act of using language to communicate meaning to others.

Speaking is important for students because when students have good speaking skills, they can communicate more easily with others. Speaking skills are also the ability to use spoken language to explore the ideas, intentions, thoughts, and feelings of others so that the person receiving the message can and will understand.

English is the most difficult foreign language to speak. According to Syakur in Masbiran speaking is a difficult skill because it involves at least four components: grammar, vocabulary, pronunciation, and fluency.¹ Although speaking is considered a major language skill that students need to improve, it is widely known that speaking English is difficult. Speaking English is not easy, and there are many factors that make it difficult to speak. Speaking in English is a difficult task to understand the language and to have good grammar and vocabulary, but it seems that there are lacking in vocabulary when speaking.² Students usually have difficulty learning English and face difficulty constructing sentences. Students must be able to speak English, so that they can communicate with others smoothly.

In Indonesia, students do not use English in their daily activities. They often make mistakes when giving a speech. Students sometimes hesitate, then pause in the middle of a sentence to think about what word to say next. Sometimes it takes a long time. Many English learners find it difficult to verbalize their opinions. They are confused by other students paying attention to the student.

The element of speaking is not about to speak English with appropriate grammar, but to instill confidence in students who are just starting to speak. Most of the problems encountered while learning to speak were lack of vocabulary, lack in pronunciation, lack of confidence in speaking, and fear of making mistakes in conversation.³ Juhana said

¹ Masbiran, G., & Fauzi, A., *Speaking skill in using community language learning (CLL)*. (Indonesian Journal of Integrated English Language Teaching, 2017), 3(2), 198-205.

² Henna Paakki, *Difficulties in Speaking English and Perceptions of Accent: A Comparative Study of Finnish and Japanese Adult Learners of English*, Master's thesis, Itä-Suomen yliopisto, (October 2013), 1.

³ Randhy Maulana, et al., *Students' Views on EFL Speaking Problem*, Proceedings of EEIC, 1 (2016), 34.

there are some psychological factors that faced by the students when they speak in the class: fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation.⁴ Additionally, students were afraid to make mistakes when pronouncing words, so they were shy to speak and express their opinions and thoughts in English. So the students were not confident.

Based on the researcher preliminary observation at the eleventh grade of MA Miftahul Ulum Kradinan, the researcher found some problems, most of students have several difficulties in speaking English. The students found difficulties to speak or pronounce the words correctly besides students were lack of idea to express their thoughts into English language. They did not know how to use sentence structure properly.

When the teacher asked the students to practice a dialogue in front of the class, the students showed that they lack confidence to speak loudly. The students also felt worried to make mistakes when they pronounced English words in front of the class. There are still many students who cannot pronounce words or sentences correctly and they do not know how to say the word in English. The students preferred to use their mother tongue to answer an English teacher's question, when the teacher asked them about the material. The researcher saw that when the teacher asked one of the students to explain in front of the class the students needed time to come in front of the class.

Based on the phenomenon described above, researcher is interested in conducting the research entitled "Students' Difficulties in Speaking English for EFL Students at the Eleventh Grade of MA Miftahul Ulum Kradinan Madiun in Academic Year of 2021/2022."

⁴ Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 12, 2012.

B. Research Focus

The research is focused on exploring the difficulties faced by students in speaking English what are the solutions to overcome the difficulties in speaking English at the eleventh grade of MA Miftahul Ulum Kradinan Madiun in Academic Year 2021/2022.

C. Statement of the Problems

Regarding the background and research focus, the statement of the problems was formed into:

1. How are the difficulties of speaking English faced by students at the eleventh grade of MA Miftahul Ulum Kradinan Madiun in Academic Year of 2021/2022?
2. What are the solutions to overcome the students' difficulties in speaking English at the eleventh grade of MA Miftahul Ulum Kradinan Madiun in Academic Year of 2021/2022?

D. Objectives of the Study

According to the problem, these are the objectives of the research described by the researchers:

1. To describe the students' difficulties in speaking English at the eleventh grade of MA Miftahul Ulum Kradinan Madiun in Academic Year of 2021/2022.
2. To know what the solution to overcome the students' difficulties in speaking English at the eleventh grade of MA Miftahul Ulum Kradinan Madiun in Academic Year of 2021/2022.

E. Significances of the Study

The results of this study are expected contributions from both theoretical and practical perspectives.

1. Theoretical Significances

This research is expected to be one of alternative sources of information about the study of students' problems in speaking English.

2. Practical Significances

1) For the English Teachers

Hopefully, the results of this study help teachers better understand the difficulties of English-speaking students and the solution to overcome the difficulties in speaking English, and teachers will improve their teaching strategy.

2) For the Students

The finding of this research hopefully also can help students in comprehending about their difficulties and the solution to overcome the difficulties in speaking English, so they are able to evaluate themselves after knowing their abilities.

3) For the Institutions

The institution can plan the new English program very specifically to solve the difficulties of English speaking students.

4) For the Readers

The researcher hopes to provide the recommended information to readers, especially MA Miftahul Ulum students and teachers, to establish learning strategies to improve students' English proficiency.

5) For the Future Researcher

It is expected that this study is used as reference data and other considerations to explore the problems of future research.

F. Organization of the Thesis

The study is designed to make it easy for readers to understand the content.

Those are;

Chapter 1: It confirms the background of the study, the research focus, a statement of the study, the objective of the study, and the organization of the thesis.

Chapter II: It consists of several explanations of the title, which is the theory of speaking. It includes discussion of speaking, component of speaking, difficulties of speaking, and strategies to solve difficulties in speaking.

Chapter III: It includes the research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity, and findings analysis difficulties in speaking English faced by the students and the solutions to overcome the difficulties in speaking English.

Chapter IV: This chapter provides important information because the researcher analyzes the results. Therefore, this chapter clearly presents general data such as the story of MA Miftahul Ulum Kradinan, its location, the structure of an organization, the list data of students' absence, and the data list of the teachers, vision and mission, and data description.

Chapter V: It includes analyzing data on students' difficulties with English proficiency and the factors that led to students' difficulties in speaking English.

Chapter VI: The conclusions of the study and suggestions for further research is explored in more detail in the last chapter.

CHAPTER II

LITERATURE REVIEW

This chapter consists of several explanations based on this chapter on the title which is the theory of speaking, theories about component of speaking, and the theory of the difficulties in speaking English.

A. Literature Review

1. Speaking

Speaking is one of the four skills in English. It is used by people as daily communication with other people. By speaking people could express their idea, thought or feeling orally. Richard stated, "Speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together."⁵ So, if the students can speak English fluently that can help them to easily communicate and also explore their idea. Speaking English well also helps students to access up to date information in fields including science, technology and health and so on. In addition, Nunan stated that "mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in language teaching".⁶ It means that the ability to speak English is measured by how we understand the meaning carried out the language in conversation.

In teaching and learning English, speaking is an important skill, as it takes more than knowing the grammar and vocabulary. Thornbury also states that speaking is interactive and requires the ability to cooperate in managing speech.⁷

⁵ Richard, J. C. (2008). Second Language Teacher Education Today. *RELC journal*, 3(2), 19.

⁶ David Nunan, *Language Teaching Methodology*, (Sydney: Macquarie University, 1991), 39.

⁷ Thornbury, S. and Slade, D., *Conversation: from description to pedagogy*, (Cambridge: Cambridge University Press, 2006).

This involves speaking in an interactive activity where the speaker must be able to manage turns, when to speak and when to pause. In general, speaking can be defined as the process of being able to speak the sounds of language in order to express or receive an idea orally.

In short, speaking is one of the most demanding skills in everyday life. Each person needs to communicate with others by speaking. Speaking plays an important role in social interaction with others to obtain information. Thus, each person is required to have a good expression ability.

2. Component of Speaking

When a speaker wants to speak, the speaker must identify some of the components of speech. In measuring students' speaking skills, it is important to be familiar with the speaking components. Also, knowledge, confidence, and the way you speak are essential elements of an effective speech. Therefore, there have been some experts who made several claims about the voice component. According to Syakur in Masbiran speaking is a difficult skill because it involves at least four components: grammar, vocabulary, pronunciation, and fluency.⁸ Brown also said that there are four aspects of speaking that students can consider when speaking.⁹, they are :

1) Pronunciation

“Pronunciation refers to a student's ability to make articulate statements to meet the requirements of an assignment,” says Thornburg. It refers to the production of individual sounds, the appropriate linking of words and the use of stress and intonation to convey the intended meaning”.¹⁰

⁸ Masbiran, G., & Fauzi, A., *Speaking skill in using community language learning (CLL)*. (Indonesian Journal of Integrated English Language Teaching, 2017), 3(2), 198-205.

⁹ Brown, H. Douglas, *Teaching by Principles*. (New York : Wendy Wolf, 2001).

¹⁰ David Thornburg, *The New Basics: Education and the Future of Work in the Telematic Age*, (Alexandria: Association for Supervision and Curriculum Development 2005), 127.

Pronunciation refers to the matter of the sound we use to give meaning. This includes attention to individual sounds (phrases) of language, aspects of speech that go beyond the level of individual sounds. Attention to the gestures and expressions closely related to intonation, phrases, stress, timing, rhythm (super-segmental aspect), how speech is projected (sound quality), and, in the broadest sense, the way we speak language.

2) Grammar

Speakers and writers can communicate and deliver their messages clearly and meaningfully through their abilities and understanding of grammar. Harmer said that the grammar of a language is the description of how words can change shape in the language and combine them into sentences. It helps the learners to combine the words, to produce sentence correctly. In speaking, grammar could help the learners to differentiate the formal and informal expression or polite and impolite expression.¹¹

3) Fluency

Fluency is the degree to which a speaker uses a language quickly and confidently with slight hesitation, natural pauses, or natural pauses, false start, word search, etc.¹² Fluency is the area of language ability which related to the speed and ease with which a language learners acquire one of four core language skills of speaking, listening, reading, and writing. Fluency refers to all four language skills, but it tends to be most closely related to speaking.

4) Vocabulary

Vocabulary is the knowledge of words and their meanings. According to Nation stated that vocabulary is the basis of language skills.¹³ However,

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 12.

¹² David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), 55.

¹³ Nation, I. S. P. *Learning vocabulary in another language*. (Cambridge University Press, 2001).

the vocabulary is more complicated than this definition. First, speech comes in two forms: oral and printed. Oral vocabulary consists of words that we recognize and use to hear and speak. Printed vocabulary includes words we recognize and use in reading and writing. Second, word knowledge also has two forms, receptive and productive.

Acquiring vocabulary consists of words that we recognize when we hear or see them. An effective vocabulary includes the words we use when speaking or writing. The receptive vocabulary is often larger than the useful vocabulary and can include many words to which we assign meanings, even though we may not fully know their definitions and connotations or never use them ourselves when speaking and writing. Vocabulary refers to the words that speakers used when speaker want to talking. So in this case, the students should be much vocabulary to get successful communication. For instance, when student talking and then get stuck caused she/he do not know what words that they should to say, so the point of communication cannot deliver to listener. In conclusion, in other to get conversation run well, the speaker should must much vocabulary.

So, in this research, the researcher use the speaking aspect above in assesing students' perception in speaking skill.

3. The Difficulties in Speaking

English Speaking is also not easy for students, because they must study hard if they want to speak fluently and have good comprehension to speak. Therefore, they must learn more about vocabulary, pronunciation.

According to Chens, the most common problems faced by English speaking students are lack of self-confidence, limited language skills, and limited

vocabulary.¹⁴ In addition, Raba'ah in Afisa pointed out that there are many factors that cause difficulties in speaking English. Some of the factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.¹⁵ For example many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going.

According to Zhang, quoted in Hosnisted, speaking is the most difficult skill to master for the majority of English learners, and they are even more difficult to communicate verbally in English.¹⁶ Juhana stated that there are some psychological factors that faced by the students when they speaking in the class, there are fear of mistake, shyness, anxiety, lack of confidece, and lack of motivation.¹⁷

1) Shyness

Shyness is an emotional thing that many students may suffer from having to speak in an English class. This suggests that shyness can cause problems in student learning activities in the classroom, especially in speaking classes. Speaking English in front of people is one of the most common phobias students experience, and when they feel ashamed, their minds are empty or they forget what to say. And some shy students are very quiet in nature.

2) Lack of confidence

A lack of confidence occurs when the other person starts not to understand the conversation. In these situations, students prefer to be quiet

¹⁴ Chens', A pilot study od some ROCMA Cadets' difficulties in English speaking. [Http://docplayer.net/21472786-A-pilot-study-od-some-rocmacadest-difficulties-in-english-speaking, \(2009\).](http://docplayer.net/21472786-A-pilot-study-od-some-rocmacadest-difficulties-in-english-speaking-(2009).)

¹⁵ Afisa, Sheila Yolanda Pradya. The Students' Difficulties In Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year. Surakarta: Muhammadiyah University of Surakarta. (2015).

¹⁶ Hosni, S. Al, Speaking Difficulties Encountered by Young EFL Learners Speaking Difficulties Encountered by Young EFL Learners, (June 2014).

¹⁷ Juhana, *Op.Cit*, h.3.

and not continue the conversation. Poor English is the main reason students feel confident.¹⁸ Many students feel that they do not speak English better than others. Confidence is a direct factor in students' ability to speak English. Some students are afraid to make speech mistakes in front of all their classmates. Students who have weak speaking skills or lack self-confidence are especially afraid of being ridiculed by their classmates.

3) Lack of Motivation

Motivation is one of factors that play important to get success or failure good speaking for someone. Motivation is a kind of inner impulse that pushes someone to do something in order to achieve something. Students have high motivation to success can receive and get better achievement than the students have weak motivation.

Motivation is a key consideration in determining the preparedness of learners to communicate. Lack of motivation affected the strength of students' English proficiency.¹⁹ When asked about motivation, Babu argues that students are hesitant to speak English in class because of a lack of motivation to learn.²⁰ He says the reason for this situation is that teachers do not motivate students to communicate in English.

4) Fear of mistakes

Hosni, as argued by many theorists, fear of making mistakes is one of the main reasons students hesitate to speak English in class.²¹ Ur stated that

¹⁸ Nadzirotunnuha, A., *The Analysis of students' Problems On Speaking Skill At SMP Islam Darussalam Dongko*. English Language Teaching Program Faculty of Education and Teacher Training, (2017).

¹⁹ Latha, B. M., & Ramesh, P., *Teaching English as A Second Language: Factors Affecting Learning Speaking Skills*. International Journal of Engineering Research & Technology (IJERT), (2012).

²⁰ Babu, Ramesh, *Teaching Spoken English for Non-native Students: Problems, Solutions and Techniques*. (Online) <http://www.eltweekly.com/eltnewsletter/2010/06/60-article-teaching-spoken-english-for-non-native-students-problems-solutions-and-techniques-by-a-ramesh-babu/>, (2010).

²¹ Hosni, S. Al, *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*, (International Journal of Humanities and Social Science Invention, 2016), 5(12), 96–101.

one reason why learners are often worried to even try to speak in a foreign language is their fear of making mistakes.²² Regarding the fear of making mistakes, this fear is related to the issue of correction and negative evaluation. It is also strongly influenced by the fear that students is be laughed at by other students and criticized by teachers.

5) Anxiety

Anxiety is the tension, anxiety and nervousness associated with foreign language learning situations. Anxiety is one of the major obstacles to effective language learning. That is, anxiety affects students in language learning. Therefore, attention should be paid to this slope coefficient. This can affect the quality of speech and make students appear smaller than they really are.

Learning English as a second or foreign language makes the students get some difficulties. In this research, the writer focuses on speaking difficulties. Penny Ur said that the four type problems in speaking activities they consist of²³:

1) Inhibition

Inhibition is the students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.²⁴ In learning English is the lack of desire for these students to read about and listen to, write language, so when students' speak in class nervous and see the audience lack confidence.

²² Penny Ur, *A Course In Language Teaching: Practice and Theory*. (United Kingdom: Cambridge University Press, 2009).

²³ Penny Ur, 1991. *A Course in Language Teaching (Practice and Theory)*. (Cambridge: Cambridge University Press, 1991)

²⁴ *Ibid.*

2) Nothing to say

The problems facing students' is when they speak in front of their class. Because not many students' know the vocabulary and the grammar so they should be able to motivate themselves to have to speak to train their abilities. The grammatical problem also becomes a factor that affects students speaking. The students who have difficulty in grammar also feel trouble in speaking English.²⁵ Shatz and Wilkinson stated that there are some of the common grammar problems faced by English language learners such as the misuse of preposition, articles, past tense, and the third person singular.²⁶

3) Low or uneven Participation.

Participation of low or uneven. Only one participant at a time can talk if he is to be heard: and in large groups, this means that everyone will have only very little speaking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother - Tongue use.

The phenomenon of students today is the number of students are accustomed to using mother tongue. They tend to use his mother tongue because it is indeed familiar since they were small, so it's easier to talk to their fellow. Harmer shows that the reason students use their mother tongue is when students discuss unknown topics so students use their mother tongue.²⁷ In addition, students feel natural using their mother tongue. They feel less to speak a foreign language so that lack of motivation. They are so accustomed to using Foreign Languages.

²⁵ Oxford, R. L, Language Learning Strategies: What every teacher should know. House Publishers. (1990).

²⁶ Schatz M, Wilkinson L, Ways to words: Learning a second language vocabulary. (The education of English language learners: Research to practice. New York, NY: Guildford Press; 2010 in press), 165.

²⁷ Harmer, J., The Practice Of English Language Teaching (3rd ed.). (Cambridge, Uk: Pearson Longman, 2011).

Moreover, Ur stated about the characteristic of successful speaking activity, they are:

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often much time is taken up by the teachers talk or pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talk active participants but all get chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because learners want to contribute to achieve a task objective.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.

From the explanation above, it can be concluded that difficulty in speaking is students' difficulty in fluency when speaking English, and lack of vocabulary in speaking English. They are less confident when speaking English and often use mother tongue every day.

4. Strategies to Solve Difficulties in Speaking

Activities of learning should be conducted to develop the students' ability in speaking. These activities can involve some styles. According to Kavi, there are

several activities that can be used in learning speaking, such as discussion in group, storytelling, role-play, speech in front of audience, debate, etc.²⁸

a. Discussion in group

The students' are divided into two groups to discuss any interesting topic. They may aim to arrive at a conclusion, share ideas about an event or find solution in the discussion.

b. Story Telling

Students' can briefly summarize a tale or story heard from somebody beforehand, or they create their own stories to tell their classmate. Story telling fosters creative thinking, it also helps students' express ideas in the format of beginning, development and ending, including the characters and setting a story has to have.

c. Role play

In this activity, the teacher give information to the learner such as who they are and what they think or feel, the teacher can tell the students that they are David, you go to doctor and tell what happen last night.

d. Speech in front of audience

This is a rather hard activity to be done by students'. In this case, the students' should be able to make a paper to be presented in front of audience, and then students' will present one of the topics of their idea.

e. Debate

In this activity, students' are divided into two groups, teachers will give one topic to debate. They will be free to express their opinion on the topic. At the end of it, teacher might like to put the issues to vote or make conclusion about the topic that has been already debated.

²⁸ Harvavi Kavi, teaching speaking, ([http:// unr.edu/ homepagehayriyek](http://unr.edu/homepagehayriyek), accessed on march 17,2009).

f. Dialogue

This traditional language learning technique that has gone somewhat out of fashion in recent years. The learner think a brief dialogue and they might learn by heart. They perform privately in pairs or publicly in frond of their friends. Learners can be asked to perform the dialogue in the different topic such as their relationship in their family, culture, and other ideas.

g. Reporting

It can be used to make students' speak up. In this activity teacher asked students' to read news paper or magazine before coming to the class, in the class they report to their friends what they find as the most interesting news.

In the process of learning speaking, of course there are some problems which the teacher has to solve it. Ur says that at least there are five ways to solve the problems of speaking²⁹, they are:

- a. Use group work
- b. Base the activity on easy language
- c. Make a careful choice of topic and task to stimulate interest
- d. Give some instructions or training in discussion skills
- e. Keep students speaking the target language

According to Juhana, possible solution to solve the psychological problem as follows³⁰:

- a. The solution to solve fear of mistake

To overcome the fear of mistake in speaking, between teachers and students must have chemistry and teachers must build student concentration

²⁹ Penny Ur, *Op.cit.*, p.121.

³⁰ Juhana, *Op.cit.*, p.101.

and a good atmosphere in the classroom. So, that students will feel comfortable when they speak English.

To overcome the feeling of fear of being wrong, first, it is necessary to build an emotional relationship between teachers and students. It means students are expected to feel comfortable with their teacher and trust that the teacher will help them if they make a mistake. Second, the teacher should improve students' concentration when learning English. And the last, the teacher must create a harmonious atmosphere that can reduce student problems.³¹

b. Shyness

In terms of solutions to overcome shyness, teachers must create a good way to deal with student shyness. Pesce says that urged teachers to create a friendly and open classroom environment.³² By doing this, students who are shy are expected to feel fine if they do mistakes in their learning. In this way, students will not worry about imperfect pronunciation and grammar.

c. The solution to solve the anxiety

Students' anxiety when they speaking can be solves by giving motivation the students and creates an ease environment. According to Keramida motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

³¹ Juhana, *Op.cit.*, p.101.

³² Pesce, Claudia. 2011. Speak Up! Sure-fire Ways to Help Teens And Adult Overcome Shyess (Online). (<https://busyteacher.org/4276-speak-up-sure-fire-ways-tohelp-teens-and-adults.html>, accessed on: 6th January 2019).

d. The solution to solve lack of confidence

The solution to solve the students' lack of confidence, Ye Htwe shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence.

e. The solution to solve the students' lack of motivation

The solution to solve the students' lack of motivation, teacher can do activities like promoting students' awareness the importance of English, enhancing students' interest in English, and developing their self-confidence. Aftat suggest that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems.³³ Doing this becomes very important, because encouragement also gives students a feeling of secure and welcome in their learning.

Harmer describes that students are often reluctant to speak because they are shy and not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.³⁴ There is also a worry about speaking badly and therefore losing face in front of their classmates. In such situations, there are many things that students can do to help themselves. Those are:

a. Preparation

Harmer describes how students record presentations they are going to make and transcribe what they have said, correct it, then hand it over to the teacher for further comment before finally making the presentation.³⁵ At other

³³ Aftat, Mokhtar, (2008), Motivation and Genuine learning. <http://www.englishteacher1.com/motivation.html> (March 15, 2011).

³⁴ Harmer, J. (2007). The practice of English. In Language (FOURTH). P.277.

³⁵ *Ibid*, p.346.

times, where students will take part in a discussion, they can put themselves in buzz groups to brainstorm ideas, so they have something to say when the honest discussion happens.

b. Repetition

Repetition has many beneficial effects each new encounter with a word or phrase helps to fix it in the students' memory. Repetition also allows them to improve on what they did before. They can think about how to re-word things or just get a feel for how it sounds. When students repeat speaking tasks they have already done once (or twice), their first attempt is like a rehearsal for the final effort. Each rehearsal gives them more confidence as they are not attempting to get the words out for the first time when they try to speak in subsequent 'performances'.

c. Big groups or small groups

A significant reason for the reluctance of some students to take part in speaking activities is that they find themselves having to talk in front of a big group. A way of counteracting this is by making sure that they get chances to speak and interact in smaller groups. This can be prepared for dialogue-making or discussion.

d. Mandatory participation

Littlewood in Harmer states that when groups do a task, there will always be 'social loafers', the students who sit back and let everyone else do the work.³⁶ To ensure that all students were equally engaged in a task, he called one of his ideas 'numbered heads': in each group of four, for example, the students are asked to assign a number from 1 to 4 to each member, without telling the teacher who has which number. At the end of an activity, the

³⁶ *Ibid*, p.347.

teacher indicates a group and a number (1-4) and asks that student to report on what happened. Neither the teacher nor the students know who will be called, and, as a result, all the students have to stay on-task.

B. Previous Research Finding

In this point, the researcher confirms the previous research whichever conducted by other researcher before;

First, the previous research finding that can be a consideration theory is taken from the thesis of State Islamic Institute (IAIN) Tulungagung by Alvin Nadzirotunnuha entitled “The analysis of Students’ Problems on Speaking Skill at SMP Islam Darrussalam Dongko”. The objectives of this research were to analyze students’ problems in speaking skill and to know what were the teacher did to solve the students’ speaking problems. This research used quantitative approach. The instruments in this research were questionnaire and interview. The results of this study show that the students face speaking problems such as; inhibition, nothing to say, and low or uneven rates of mother tongue participation and use. Teachers have ways of dealing with speaking problems, as follows: (1) The teacher asks the students to speak confidently by offering rewards. (2) The teachers came up with the right subject for the student and introduced the concept very early in the learning process. (3) Teachers provided equal opportunities for all students and formed an active small group. (4) Teachers familiarize students with speaking English, avoid giving too many difficult topics, and change students’ minds that English is not difficult.³⁷ The similarity is both studies discuss students’ problems in speaking skill. The difference is that the previous study used quantitative research, while the current researcher used qualitative research.

³⁷ Alvin Nadzirotunnuha, “The analysis of Students’ Problems on Speaking Skill at SMP Islam Darrussalam Dongko”, (Thesis, IAIN Tulungagung, Tulungagung, June 2017), 53-54.

Second, the previous research finding that can be a consideration theory from the thesis of Sultan Syarif Kasim State Islamic University (UIN) Riau Pekanbaru by Dian Ramadani with the title “An Analysis of Students’ Speaking Problems at Senior High School 15 Pekanbaru”. The problem of this study is What are the problems faced by students’ in speaking at Senior High School 15 Pekanbaru?.³⁸ It is a descriptive quantitative study. The subject of this research was the tenth grade students of Senior High School 15 Pekanbaru. From all the problems difficulty in speaking, the researchers found that the most dominant factor in Pekanbaru High School students' difficulty speaking was that the students had nothing to say. The similarity is that the two studies both studies discuss students’ speaking problems. The difference is the previous researcher uses descriptive quantitative research, while the researcher now uses a qualitative research design, especially in descriptive qualitative.

Third, the previous research finding that can be a consideration theory is taken from the article by the Islamic State University Sultan Maulana Hasanudin (UIN) Banten by Yenti Sulastris titled “An Analysis of Students’ Speaking Difficulties in English Classroom. (A Case Study at SMAN Cahaya Madani Banten Boarding School Pandeglang)”. The problems in this study are: (1) Why do the students have difficulty in speaking English? (2) What is the solution to solve students’ difficulties in speaking English?.³⁹ This study surveyed teachers and students about speaking difficulties. This study uses qualitative research method with a case study approach. The subjects of this study were teachers and students of SMAN Cahaya Madani Banten boarding school in Pandeglang. Data collection techniques are observation, interview, and documentation. The conclusion of the study was that the expressive difficulties were found to be lack of

³⁸ Dian Ramadani, “An Analysis of Students’ Speaking Problems at Senior High School 15 Pekanbaru”, (Thesis, UIN Sultan Syarif Kasim, Riau Pekanbaru, 2021), 6.

³⁹ Yenti Sulastris, “An Analysis of Students’ Speaking Difficulties in English Classroom. (A Case Study at SMAN Cahaya Madani Banten Boarding School Pandeglang)”, (Paper, UIN Sultan Maulana Hasanudin, Banten, 2018), 4.

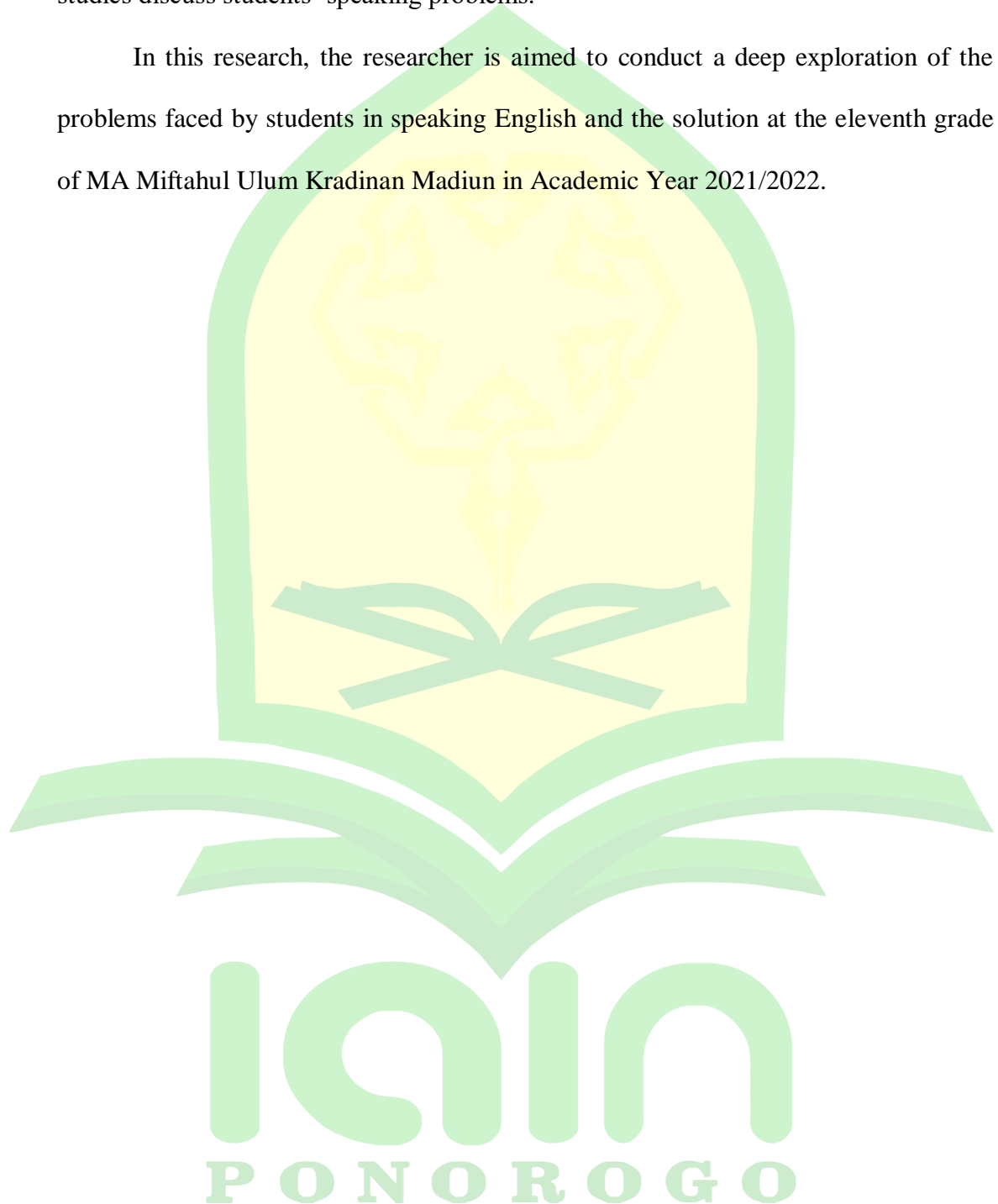
vocabulary, lack of understanding of grammar and lack of confidence in speaking English. The similarity is that the two researchers used a qualitative research design. The difference is that the previous investigates teachers and students for speech difficulties, while the present researcher only investigates students.

Fourth, the research conducted by Sheila Yolanda Fradya Afisa. Entitled the students' difficulties in speaking at the tenth grade of SMA Negri 1 Sine. The objectives of the research were to describe students' difficulties in speaking English, to describe the factors that contribute to the difficulties in speaking English. This previous research used descriptive qualitative, the instruments used to collect the data in this research were interview and recorder. The result of this research showed that the students had several difficulties in speaking English. They were: the students had low vocabulary mastery, the students had difficulties in pronouncing several words, the students were still confused in arranging words, the students were afraid of making mistakes in speaking English. The difference between this research and the previous research is the instruments used to collect the data, in the previous research were interview and recorder while the researcher used observation, innterview and documentation. The similarity between both of these research is the use same of research design, it is descriptive qualitative.

Fifth, the research was conducted by Nurhadiah Fitri. Entitled An Analysis on Students' Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida. This research was used quantitative descriptive. The subjects of this research were the students' of class IX Madrasah Aliyah Kotabaru. While the object of this research were the difficulty of students' in speaking English. In this reserach use total sampling to take samples and 20 students as samples. To collect data, the authors use questionnaire. The finding from this research were the most dominant difficulty of students difficulties in speaking English was academic and conversational English skills

and obstacles linguistic. The differences between this research and the previous research is in the research design. The previous research use quantitative research while this research use descriptive qualitative research. The similarity is that the two research both studies discuss students' speaking problems.

In this research, the researcher is aimed to conduct a deep exploration of the problems faced by students in speaking English and the solution at the eleventh grade of MA Miftahul Ulum Kradinan Madiun in Academic Year 2021/2022.



CHAPTER III

RESEARCH METHODS

This chapter covering these: research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity of findings.

A. Research Design

A research approach is a way of planning and conducting research. In this study, the researcher takes a qualitative approach. This study is a qualitative research with descriptive analysis. Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences.⁴⁰

Qualitative research is a research aims to describe and analyze a phenomena, events, social activities, attitude, belief, perception, people thinking individually or in groups.⁴¹ It means that this research was conducted in real life situation where the researcher got involved with the students in teaching and learning process to get the authentic and valid data. Furthermore, through self involvement the researcher also dig more data about the difficulties in speaking and also what the factors by observing what exactly the students did while in the classroom. In this study researcher focus primarily on the facts (what people tell, what people do) that will enable to understand the meaning of what is going on.

The type of this research is descriptive research. According to Suharsimi Arikunto “the descriptive research is the research means to collect information about

⁴⁰ Creswell, J.W. Educational Research; Planning, Conducting and Evaluating Quantitative and Qualitative Research. (Thousand Oaks, CA: Sage Publications, 2012), 58.

⁴¹ Bachtiar Bachri, Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif, Jurnal Teknologi Pendidikan, Vol 10, No 1, April 2010, 50.

the status and indication that exists, in which that indication base on what it is, when the research was conducted because generally the descriptive research is not to test the hypothesis".⁴²

A descriptive qualitative research was selected by the researcher because it deals with the phenomenon of the speaking difficulties in a real life situation that happened to the students while they are speaking English. The results of this research were described descriptively. The data of the research were taken by using students observation, students and teacher interview and any appropriate documents.

B. Researcher's Role

Demunck describes participatory observation as the main method used by anthropologists in field research.⁴³ The role of researchers in qualitative research is an important factor because researchers are key instrument and collectors of data. The researcher joined the data collection by interviewing the informant. In this observation, the researcher also took notes. The results of interviews with several participants were field notes by collecting other types of documentary in each observation section. The researcher place herself in many activities with the subjects of the research. The researcher went to the field of the research directly, did observing also making analyze the activity and relevant data with the subject of the research. Furthermore, the presence of the researcher was known by the informants as there was prior information pertaining the research.

This part explaining that the researcher is an instrument. Being an instrument of this research, the researcher has to be an interviewer, an observer, and a collector to get the data related to students difficulties in speaking english. Then participant observation

⁴² Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2016), 234.

⁴³ DeMunck, *Participant Observation*, (1998).

is a process that allows the researcher to learn about the activities of substitutes in nature by observing and participating in those activities.⁴⁴

C. Research Setting

This research was conducted in the eleventh grade class of MA Miftahul Ulum Kradinan. The researcher chosen the eleventh grade class because the researcher wanted to describe the difficulties faced by the students in speaking English that the researcher found when the researcher did the preliminary observation in this class and also describe what the solution to overcome the difficulties.

D. Data Source

The data sources in this research were from the English teacher and some of students who expected be able to give more information about what the researcher dug in this research related to the research problem. There are two types of data sources in this research:

1) The Primary Data

The primary data are the data that gathered directly from the subject of the research using tool measurement of data on the object as source information which searched.⁴⁵ The primary data of this research were transcript of interview. The researcher gains the data through interview. The researcher believes that this type of source is relevant to this research to find out the difficulties that faced by the students in speaking English and also the factors. In addition the primary data that the researcher collected are students' difficulties in speaking English and the solutions to overcome the difficulties.

⁴⁴ Barbara B. Kawulich, "Participant Observation as a Data Collection Method," FQS 6 (May 2005), 2. www.qualitative-research.net

⁴⁵ Saifudin Azwar, *Metode Penelitian*, (Celaban Timur: Pustaka Pelajar, 2010), 91.

2) The Secondary Data

The secondary data are the data collected directly by the researcher as a support of the primary data, or called as data that range in document forms.⁴⁶ In this case, the researcher not only used books but also journal articles, and thesis made by the prior researchers. The secondary data of this research also field note from observation, transcript of students and teacher interview, student attendance list, note from the teacher and the other document correlated with the research problem pertaining to the difficulties in speaking English and also the solutions that students face when speaking English in teaching learning activity.

E. Data Collection Technique

In this research there were several methods that the researcher used in collect the data they are: observation, interview and documentation.

1. Observation

Observation is monitoring with systematic phenomenon which is investigated. According to Creswell states that observation is the process of collecting data in a specific school setting.⁴⁷ The researcher analyzed the teaching and learning in speaking activity, watched, listened and wrote why they felt the difficulties while they are teaching and learning speaking English. The language observed was observation checklist form in order to get valid data.

In this study, researcher used nonparticipating observations to collect this data. Sugiyono said that not participating in a researcher's observation is not participation, but only as an independent observer.⁴⁸ Researchers can take notes, analyze, and then make conclusions about English language studies.

⁴⁶ Sumadi Suryabrata, *Metode Penelitian*, (Jakarta: Rajawali, 1987), 93.

⁴⁷ Creswell, J.W, *Op.cit.*, p.212.

⁴⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, dan Kualitatif R&D*. (Bandung: ALPABETA CV, 2012)

Field notes are records that researchers use to describe the record of events that occur in the field. In qualitative research, the researcher is the main research instrument. While the researcher is conducting research, observations, or interviews, the researcher must record all incidents as a descriptive note in the field notebook as soon as possible. In this observation, the researcher observes students' learning activities in the classroom, as this may support this study to determine what difficulties in speaking.

2. Interview

Interview is another way to get information through conversation. Latif said interviews are data gathering instruments that involve direct verbal interactions between people.⁴⁹ According to Kvale & Brinkmann in Sarah J Tracy interviews are guided question–answer conversations, or an interchange of views between two persons conversing about a theme of mutual interest.⁵⁰ The purpose of conducting the interview is to gain information about the difficulties faced by the students in speaking English and also the solutions.

The interview was applied in this research is structured interview in which the researcher prepared several questions and was asked students in gained the information also teachers as supported the data about the difficulties faced by students when speaking English and also what the solutions. The researcher display the data in the form of transcript of interview, about the difficulties faced by students in speaking and also what the solutions related to the focus of the research. Interview is used by researcher to assess a person's situation, for example to look for data about student's background variables,

⁴⁹ Latief, Mohammad Adnan, *Research Methods on Language Learning An Introduction*, (2015), 201.

⁵⁰ Sarah J Tracy, *Qualitative Research Method*, (UK: Blackwell, 2013), 131.

parents, education, attention, and behavior. This data collection method is based on self-report or at least personal knowledge and beliefs.

In interview, researcher took 10 students at eleventh grade students' of MA Miftahul Ulum Kradinan. When conducting preliminary observation, the researcher saw that the 10 students had difficulties in speaking English and also based on the list of students' speaking scores. Researcher chose them in order to represent 18 students at class eleventh grade students'. This will also make interview time more efficient. Here, the researcher used Indonesian to avoid confusion during the interview.

3. Documentation

Beside use observation and interview, the researcher also use documentation as the technique of collecting data. Documentation is the combining collection of the data. Documentation that is the researcher get from process of observation, interview, field notes and file from institution. In this study, the researcher know of consisting of teaching and learning speaking activities. The next step, the researcher processes the data.

F. Data Analysis Technique

The analysis of data is management of data that have been collected that expected to get an accurate data from the subject of the research. "Analysis of quality data is done interactively by processing, displaying and validating the data," says Sugiyono's Miles and Hubermann.⁵¹ The research used qualitative data, so it was analyzed by using technique of analysis descriptive qualitative. The analysis of descriptive qualitative give predicate to researched variable according to real condition.

⁵¹ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2017), 401.

In analyzing the data the researcher took several steps they are: reduction of data, display of data and verification to get the valid data which gathered from observation and interview of the research.

1. Data reduction

Reducing data means summarizing, choosing the essentials, focusing on the things that matter, looking for the theme and the pattern.⁵² In addition in reducing the data, each researcher was guided by the goal to be achieved. the main purpose of qualitative research is on finding. In this research, the researcher focuses on reducing and transforming the data that has been collected from observation and interview.

The first step in reducing the data, the researcher identify the data was acquired from (transcript of interview, field notes from observation, and other sources of data which needed). The second step, the researcher selected and chosen the data which needed based on the focus of the research. In the final step, the researchers summarized the data. Data processing was continued until the end of the study. Here the researcher takes the data about the difficulties in speaking English faced by the students and also what the soultions to overcome.

2. Data display

Data display is the second major activity which the researcher should go through, and this means making the reduced data and displaying it in organized, compressed way so that conclusion can be more easy drawn. Sugiyono stated that by displaying the data it will make it easy to understand what is happening, plan the next work based on what has been understood.⁵³

⁵² Sugiyono. *Memahami Penelitian Kualitatif*. (Bandung: Alfabeta CV, 2016), 92.

⁵³ Sugiyono, *Ibid.*, 95.

Data display of this research was the data gathered from answered of students interview and observation which related to the focus of the research, about students' difficulties in speaking English that faced by students in speaking English and also the solutions to overcome. Data display of this research was displayed the data and made summary for each parties. And then the researcher made analyze about them into narrative text, and supported with answered of English teacher's interview also filed note of observation related to focus of the research. Researchers presented data on students' difficulty in speaking English and data of the solutions to overcome the difficulties speaking in English.

3. Conclusion and Verification

Conclusion drawing and verification is the the final analytical activity for the qualitative researcher. Here researcher begins to decide what things mean. Researcher attempt to draw conclusion and verifies by searching for the meaning of each symptom is derives from the field, recording the possible order and configuration, the causal flow of the phenomena, and preposition.

The researcher gave result of the analysis based on focus of the research where it was concluded from the valid data gathered from the entire data. The researcher takes conclusion after presented and analyzed the data.

G. Checking Validity of Findings

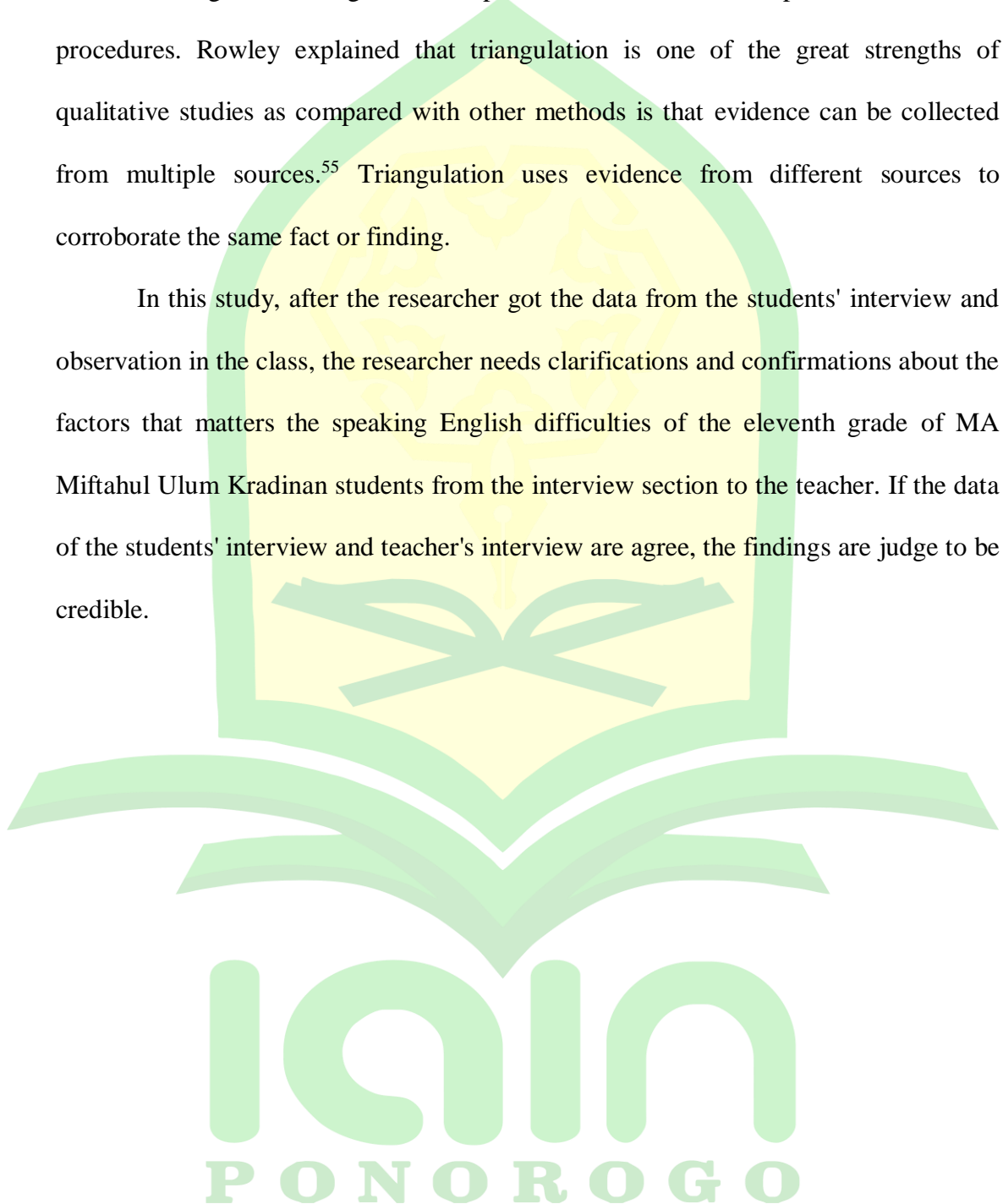
Validity is an important key to effective research. Therefore, validity is a prerequisite for both quantitative and qualitative naturalistic studies. In this study, researchers use triangulation. "Triangulation is defined as the use of two or more data collection methods to study one aspect of human behavior".⁵⁴ In validating this research the data the researcher did interview with students as the informant of this research and

⁵⁴ Louis Choen et al, *Research Methods in Education*, (UK: Taylor & Francis Group, 20017), 141.

then the result of the interview was compared with relevant theory related to focus of this research.

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to converge of multiple data sources or multiple data collection procedures. Rowley explained that triangulation is one of the great strengths of qualitative studies as compared with other methods is that evidence can be collected from multiple sources.⁵⁵ Triangulation uses evidence from different sources to corroborate the same fact or finding.

In this study, after the researcher got the data from the students' interview and observation in the class, the researcher needs clarifications and confirmations about the factors that matters the speaking English difficulties of the eleventh grade of MA Miftahul Ulum Kradinan students from the interview section to the teacher. If the data of the students' interview and teacher's interview are agree, the findings are judge to be credible.



⁵⁵ Rowley, J., Using Case Studies in Research. *Management Research News*, 25 (1), 23.

CHAPTER IV

RESEARCH FINDING

This chapter is significant because the researcher examines the data gathered. So, the common data will appear, such as the story of MA Miftahul Ulum, its location, the results of observation also interview, vision and mission of the school, and data description.

A. General Data Description

1. Background of School

MA Miftahul Ulum is an institution that located in the southeast part of Madiun area, precisely on PP Darussalam Street, Pucang Kradinan Dolopo Madiun. MA Miftahul Ulum is very strategic for the villagers, because MA Miftahul Ulum is the only Senior High School in Kradinan village. Because at MA Miftahul Ulum there is also a boarding school the students not only study general knowledge but also religion in Islamic boarding school.

MA Miftahul Ulum was established on June 1, 2002 at the same time as the graduation ceremony for Miftahul Ulum Madrasah Tsanawiyah students. The establishment of MA Miftahul Ulum was motivated by various thoughts and suggestions from the Miftahul Ulum Foundation figures and various proposals from the Kradinan Village community who wanted an educational institution that was Islamic in nature or for the upper secondary level education level in Kradinan Village.

These various inputs, suggestions, opinions and requests from various elements of society were then followed up by the Miftahul Ulum Foundation as a foundation engaged in education. Simultaneously with the Foundation meeting and by presenting community leaders around Kradinan Village, it was agreed and approved for the establishment of Madrasah Aliyah Miftahul Ulum.

In July 2002 Madrasah Aliyah Miftahul Ulum accepted new students for the 2002/2003 academic year. There were 24 students who actively participated in teaching and learning activities. With the following organizational structure:

Head of Madrasah : Ismono, S.Sos

Deputy Head of Curriculum : Hanik Widi Hastuti, S.Pd

Deputy Head of Student Affairs : Nur Salis

Waka Sar Pras : Muntamar BA

On January 8, 2004 Madrasah Aliyah Miftahul Ulum received a Decree of Establishment from the Regional Office of the Ministry of Religion of East Java and a charter for the establishment of Private Madrasas and obtained Madrasah Statistics Number (NSM) 312351903042 with the name Madrasah: Madrasah Aliyah Miftahul Ulum.

2. Vision and Missions of MA Miftahul Ulum Kradinan

To achieve the educational goals of MA Miftahul Ulum, it formulates its vision and mission as follows:

A. Vision of MA Miftahul Ulum Kradinan

Towards people who have achievement based on faith and piety.

B. Missions of MA Miftahul Ulum Kradinan

- 1) Developing Islamic religious attitudes and behaviors.
- 2) Learning to teach optimally with the potential that they have.
- 3) Cultivate the spirit of achievement.
- 4) Applying participatory and correct management.
- 5) Strive for a healthy, clean and beautiful environment with Islamic nuances.
- 6) Improving human resources in the field of science and technology.

3. The Development of Learning Speaking English at MA Miftahul Ulum

Kradinan

The curriculum that was used in MA Miftahul Ulum was curriculum 2013. Curriculum 2013 is a lesson that focuses the affective part of changing behavior, and the competency obtained is a balanced competency between attitude, skills, and knowledge, as well as a comprehensive and enjoyable learning technique.⁵⁶

The curriculum 2013, uses integrated thematic. All subjects use to teach with the same approach that is using scientific shortening. Observing, requesting, obtaining information, reasoning, and sharing are the five steps used.

In MA Miftahul Ulum, learning tools for English speaking subjects designed by English teachers, competency standards and basic competencies were already appropriate with learning objectives. The learning materials are in accordance with the learning indicators, where the learning materials described include interactions between teachers and participants which involve planting concepts, asking questions, and assignments.

B. Specific Data Description

The researcher displays the research findings that obtained from observation which had been conducted as long learning process was running and interview with English teacher and students of the eleventh grade of MA Miftahul Ulum Kradinan as sources of primary data of this research.

The purpose of this study was to present the difficulties faced by students in speaking English, as well as the solutions to overcome the difficulties when speaking English. According to the findings of the researchers' observation and the result of

⁵⁶ Abidin, Yunus. *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. (Bandung: PT Refika Aditama, 2014).

interview, most of the students has the difficulties in speaking English. There are some difficulties faced by students in speaking English and the solutions to overcome the difficulties in speaking English.

1. The Students' Difficulties in Speaking English

To get information about the difficulties in speaking English, the researcher made observations and interview. Through observation, the researchers obtained data from the eleventh grade of MA Miftahul Ulum, totaling 10 students. These observations were made during English learning on 18 February 2022 and 2 March 2022 in class XI MA Miftahul Ulum. So the researchers made observations for four times. In this study, the researcher used an observation checklist. Researchers conducted checklist observations in the observed class. Here some difficulties that found by the researcher:

a. Lack of Vocabulary

Based on the observation that conducting by the researcher, the researcher found that the students were very difficult to speak English even in simple sentences. There are several problems that the researcher found during the observation. When the researcher tried to convers with some of the students using English, they seemed so difficult to answer question by question. When the researchers tried to ask about their difficulties, they replied that they could not to pronounce the English word they actually wanted to say. The following is a table of observations that was conducted by researcher:

P O N O R O G O

Table 4.1 Observation About The Students' Difficulties in Speaking

No	Components of Speaking	The Difficulties
1.	Pronunciation	(1) The students felt difficult in pronouncing word because, in English between pronunciation and writing was different. (2) The students' pronunciation was poor. (3) The students prefer to use his first language (Mother-tongue).
2.	Grammar	(1) The students lack of grammar. (2) The students have difficulty in compiling the structure of English sentences. (3) The students was afraid of making mistakes when speaking English.
3.	Vocabulary	(1) The students cannot think of anything to say because of lacking practice and vocabulary. (2) The students discouraged by friends so they keeping to silent. (3) The students lack of vocabulary knowledge.
4.	Fluency	(1) The students was embrassed when they are required to speak in English class. (2) The students face anxiety/nervousness when learning a foreign language. (3) The students lack confidence because their low ability in speaking English. (4) The students have more hesitation when speaking English. (5) The students were lack of fluency when speak English.

The researcher also conducted an interview to support the data observation. The teacher and students were interviewed to learn their thoughts on the difficulties in speaking that faced by the eleventh grade of MA Miftahul Ulum Kradinan. Form the data above, it was supported by the result of interview with Imdat. Imdat stated that: "It is difficult, because he does not know what to say in English, there is no dictionary either, when he has an assignment in class he asks to the English teacher."⁵⁷ The same

⁵⁷ Interview Transcript Number 09/W/28-03/2022

statement was also said by Ita: “She only understand a little bit of the reading, not much.”⁵⁸ Beside Ita and Imdat, the other students also stated the same statement. Amarul said: “He has difficulty when he want to say words in English, there is no dictionary to look up the meaning.”⁵⁹

It was also substantiated by the results of observations made by researchers in the eleventh grade. During the learning process, the researcher found that none of the students had a dictionary to support the learning activities used to find the meaning of English words. Beside that, the English teacher also stated that:

What hinders it is memorizing vocabulary. Yes, the vocabulary of the students is indeed lacking, like that. But if they are told to memorize they can not. Even though in Arabic or English, if they do not memorize it, they can not. To be able to master the Vocabulary, they must have an intention. At least in a day must be able to memorize 5 vocabularies. On the other hand, they were in the cottage environment. Those who are in the cottage, the time has been taken to memorizing in the cottage. So, I think they objected.⁶⁰

In conclusion, after conducting in-depth interviews with several students and teacher, the main problem faced by most students is a lack of vocabulary mastery. Their vocabulary knowledge in English needs to be improved.

b. Lack in Pronunciation

When conducting observations, the researcher found that students were lacking in pronunciation. When the teacher asks students to read readings or practice dialogue in front of the class, there are still many students who cannot pronounce words or sentences correctly. Many of the students did not know how to pronounce it and then asked the teacher.

⁵⁸ Interview Transcript Number 04/W/02-03/2022.

⁵⁹ Interview Transcript Number 11/W/28-03/2022

⁶⁰ Interview Transcript Number 01/W/29-03/2022

It was supported by the result of interview with Lia, she stated that: “If she does not know the word in English, she immediately ask to the teacher.”⁶¹ Beside that, Tanalina also said that: “Yes, she asked the teacher how to pronounce it in English, because she does not have a dictionary.”⁶²

During the interview, some students mentioned that they had difficulty pronouncing certain English words. Sometimes they make mistakes, even when they have to repeat what the previous teacher said, they are still in the wrong pronunciation. It also occurred when they tried to read the text in English. They struggle when they do not know how to pronounce the words. Even if they know how to pronounce it, sometimes they are not confident.

It was also supported by the result of interview with Mrs. Wilis as the English teacher, Mrs. Wilis stated that:

So, there are some pronunciations that are still wrong. Especially their pronunciation. That is difficult. They know what it means, they know how to write, but they difficult pronounce it. If they are asked to read, they have difficulty. They are afraid that they will be laughed by their friends. So, they lack confidence.⁶³

Most of them are afraid if they make a mistake in pronouncing the words. Most of them lacked confidence to pronouncing English words because, according to the previous student's explanation, when they made mistakes in pronouncing English words, their classmates would automatically laugh at them. In addition, they also rarely use English, either at school or outside of school, because their environment is also in the cottage so they prefer to use their own language (Mother-tongue), Indonesian and Javanese.

⁶¹ Interview Transcript Number 05/W/02-03/2022

⁶² Interview Transcript Number 07/W/28-03/2022

⁶³ Interview Transcript Number 01/W/29-03/2022

It was supported by the result of interview with Amarul, Amarul stated that: "At school he rarely speak English, he use Javanese. He was afraid if he say something in wrong."⁶⁴ Besides Amarul, Puput also said that: "When teacher ask her, sometimes she answer in English, sometimes in Indonesian."⁶⁵

It was supported by the result of interview with Ahmad, he said that: "He was not confident. His friends are often teased, they laugh at him when he speak in English."⁶⁶ As well as Erfina's statement, she state that: "She was embarrassed, for fear of being called "*sok Inggris*" by her friends."⁶⁷

In conclusion, the difficulties that faced by students were lacking in prounciation. The students cannot pronounce words or sentences correctly and did know how to pronounce it. And sometimes they make mistakes, even when they have to repeat what the previous teacher said, they are still in the wrong prounciation. And also they prefer to use their own language (Mother-tongue), Indonesian and Javanese.

c. Poor in Grammar

The researcher found that the students feel poor in grammar. Almost all students have poor of English grammar. Some people think that when it comes to speaking, a person will not really think much about what they are going to say. They would not have time to think, and they would have to improvise. But here, the students must be correct in English grammar, because if they make a grammatical error, their teacher will say that they made a mistake.

⁶⁴ Interview Transcript Number 11/W/28-03/2022

⁶⁵ Interview Transcript Number 06/W/02-03/2022

⁶⁶ Interview Transcript Number 10/W/28-03/2022

⁶⁷ Interview Transcript Number 03/W/02-03/2022

The students struggled with grammar use, particularly in direct or spontaneous situations. Ita stated that: "For example, when she forgot one of her speeches, she replaced with her own words that are not in line with the grammar. After that, she can be fluent again."⁶⁸ It was added by Tanalina who stated that: "Practically, she did not know whether her grammar was wrong or right."⁶⁹ Moreover, it was followed by Imdat who asserted that "Speaking is spontaneous, and it makes him confused in using grammar."⁷⁰

However, based on the researcher's interview with the English teacher, Mrs. Wilis, she said:

For grammar, she does not mind. What matters is that they speak. Because like this, when they were in high school, they have gone directly and indeed the structure is necessary, but nowadays it is not like it used to be, explain the subject and the predicate. Even Balinese people can be good at English from elementary school graduates. So, that is what she thinks, the most important thing is to be brave, and about grammar then it can be fixed slowly.⁷¹

Mrs. Wilis's statement was supported by the result of interview with Mufidah, she stated that: "Can not put words together properly, so that is what makes her difficult to speak English."⁷² As well as the statement from Risma. She stated that: "Sometimes she knows how to say the word in English, but she cannot put the words together."⁷³ Lia also stated that: "I think grammar is very difficult."⁷⁴

⁶⁸ Interview Transcript Number 04/W/02-03/2022

⁶⁹ Interview Transcript Number 07/W/28-03/2022

⁷⁰ Interview Transcript Number 09/W/28-03/2022

⁷¹ Interview Transcript Number 01/W/29-03/2022

⁷² Interview Transcript Number 08/W/28-03/2022

⁷³ Interview Transcript Number 02/W/02-03/2022

⁷⁴ Interview Transcript Number 05/W/02-03/2022

In conclusion, the students difficulties faced by the students that discovered by the researcher was the students feel poor in grammar. The students did know what they are going to say and feel if they make a grammatical error, their teacher will say that they made a mistake.

d. Fear of Mistake

When conducting observations, the researcher observed that when the teacher asked one of the students to explain in front of the class the students required time to come in front of the class. After a few minutes, the student finally came to the front of the class. Most of the students are afraid to try and speak English, let alone in front of the class.

It was supported by the result of interview with Puput, she said: "She was afraid to say the wrong thing. English is very difficult. So, she stays silent most of the time."⁷⁵ Ahmad, Ita and Imdat also state the same statement. They state that: "If they were asked to come forward to speak, they were shy and afraid."⁷⁶ Aside from that, Lia also state that: "Yes, she was nervous, she was afraid of mispronouncing."⁷⁷

Moreover all stated was substantiated from the result of interview with Mrs. Wilis as English teacher about difficulties faced by students in speaking English, Mrs. Wilis stated that:

They have difficult pronunciation. Girls are braver than boys, boys tend to be quiet even though their voices are big. Yes, that is why they were afraid to say the wrong thing because they didn't know the pronunciation.⁷⁸

So, the researchers found that students had difficulty in fear of making mistakes, it was proven when students were required to come

⁷⁵ Interview Transcript Number 06/W/02-03/2022

⁷⁶ Interview Transcript Number 10/W/28-03/2022

⁷⁷ Interview Transcript Number 05/W/02-03/2022

⁷⁸ Interview Transcript Number 01/W/29-03/2022

forward in front of the class, they were afraid to attempt to speak English. Students are afraid of making mistakes when explaining in front of the class, they must take time to come to the front of the class and are afraid to try to speak English.

e. Shyness

The next difficulty in speaking English faced by the students was shyness. The researcher saw when the teacher called the names of the students one by one and the students were required to speak English in front of the class in order to convey their opinions that were in accordance with the previous material. However, when the teacher asked one of the students to come to the front of the class, not a single student did so. After a few minutes, the teacher finally called one of the students in the attendance list to come to the front of the class. When the student's name was called, the student was still sitting in his chair and needed a few minutes to make his way to the front of the class. After a few minutes, the students came to the front of the class, but when they spoke English they stammered, their minds went blank and forgot what to say. They are also afraid of being laughed at by their friends because of their limited abilities.

It was supported by the result of interview with Puput, she said: "She was afraid to say the wrong thing. English is very difficult. So she stays silent most of the time."⁷⁹ Another statement from Erfina, she stated that: "She was embarrassed, for fear of being called "*sok Inggris*" by her friends."⁸⁰ Ahmad also said that: "He was not confident. His friends are often teased, they laugh at him when he speaks in English."⁸¹ As well as

⁷⁹ Interview Transcript Number 06/W/02-03/2022

⁸⁰ Interview Transcript Number 03/W/02-03/2022

⁸¹ Interview Transcript Number 10/W/28-03/2022

Mufida's statement. She said that: "She was not confident because if she was wrong, her friends laugh at him."⁸²

The teacher also said that when the researcher did the interview. The teacher said that the students were shy and lacked confidence when they were asked to speak English. Afraid of being laughed at by his friends too. As Mrs. Wilis said that: "The students were lacking confidence. If there is one student who can speak English, everyone laughs. Even though she already said, "You guys just talk." Even though the sentence is messy she was okay."⁸³

So, here the researcher found the difficulty of the students, that was shyness. Embarrassment occurs when students come to the front of the class to give explain the material. They stammer, their minds go blank and forget what to say. They are also afraid of being laughed at by their friends because of their low ability when speaking English in front of the class.

In addition, based on the students' speaking score data, some students still get scores below the average or equal to the average value. The following is the data on speaking scores of 11th grade students of MA Miftahul Ulum Kradinan.

Table 4.2 The Document of Student Speaking Score

Range Score	Total Students
10 – 60	0
61 – 69	8
70 – 79	7
80 – 95	4
Total	18

⁸² Interview Transcript Number 08/W/28-03/2022

⁸³ Interview Transcript Number 01/W/29-03/2022

According to the teacher's information, the minimum English score for the eleventh grade was 75, while most of the students got less than the minimum criteria. On the other words, most of the eleventh grade students were in the low in the score.

Based on the observation and the result of interview with the teacher and the students, the researcher concludes that there are still many students who have difficulty in speaking. It also was evidenced by the fact that there are still many students who get scores below the average.

2. The Solutions to Overcome The Students' Difficulties in Speaking English

Through observation and interview, the researcher also obtained the data about the solutions to overcome the students' difficulties in speaking English. To overcome the difficulties of the students in speaking English, the students need to force themselves to get more practice if they want to improve their abilities speaking ability. From the results of interview with students showed that most of students still have difficulties with vocabulary, pronunciation, grammar, fear of mistake and also shyness. Here some solutions to overcome the difficulties:

a. Lack of Vocabulary

For vocabulary, students are sometimes invited to speak English when they are not learning in class. As well as to increase the vocabulary. When interview the teacher stated that:

Sometimes they are invited to speak English. Not only in class, outside of class it is okay too. If they were in the class it was like an English class literally. But if they do not understand, mixed with Arabic, Indonesian and English, the 3 languages were okay. So, maybe it is like slang. If that is the case, there was a joke so they will remember.⁸⁴

⁸⁴ Interview Transcript Number 01/W/29-03/2022

In addition, the teacher divides the students into small groups. Then the students were given some vocabulary. Then the students were asked to make a dialogue and then present it in front of the class. It can increase students' vocabulary knowledge as well as train students not to be embarrassed when asked to speak in English in front of their friends. The teacher also always chooses the right topic that can make students interested and not easily bored when learning.

b. Lack in Pronunciation

For the lack of pronunciation, the teacher uses the repetition technique to ensure that students understand how to pronounce words in English correctly. The students repeating the words, phrases, and even whole speech. In practice, the teacher gives instructions that must be followed by students. The teacher pronounces a word or sentence correctly, then repeatedly and repeats the teacher's instructions. As the result of interview with Mrs. Wilis as the English teacher. She stated that: "If there is some difficult vocabulary, she immediately corrects it and then they imitate. After they imitate, eventually they will get used to it."⁸⁵

There were only a few students who answered interview questions from the researcher about strategies to overcome difficulties in speaking English. From the result of interview with the students, there are students who said that to involve the students' difficulties they will practice English more often each day. Mufidah said that: "Practice English every day during English lessons."⁸⁶ Besides that, there were students who listen music and

⁸⁵ Interview Transcript Number 01/W/29-03/2022

⁸⁶ Interview Transcript Number 08/W/28-03/2022

watch the film to improve their speaking skill. Imdat stated that: “He usually listen to English songs. because he also like English songs.”⁸⁷ As well as Amarul stated, he stated that: “He prefers watching movies. English action films he likes.”⁸⁸

c. Poor in Grammar

For poor in grammar, the teacher advises to always try speak in English without thinking about the grammar first. As the English teacher said when interview, she stated that:

The students were lacking confidence. If there is one student who can speak English, everyone laughs. Even though she already said, "You guys just talk." Even though the sentence is messy she was okay.⁸⁹

And when students make mistakes the teacher does not immediately scold but correct them. The teacher must show the grammar correctly, so that when the students practice speaking, they are not afraid to make grammar mistakes. As Mrs. Willis said that:

For example, from the recount text, she examine what was wrong, do not blame it right away, let the children read first. Because if she blame them when they have just read one sentence, they were down. Sometimes they do not believe in theirselves. Let them read it all theirselves. After everything was done, she will analyze it, she will tell what was right.⁹⁰

The teacher hopes that the students feel comfortable with him and believe that the teacher will help them if they make mistakes. In addition, the teacher must increase students' concentration while learning English.

⁸⁷ Interview Transcript Number 09/W/28-03/2022

⁸⁸ Interview Transcript Number 11/W/28-03/2022

⁸⁹ Interview Transcript Number 01/W/29-03/2022

⁹⁰ Interview Transcript Number 01/W/29-03/2022

And the teacher creates a harmonious atmosphere that can reduce students' nervousness.

d. Fear of Mistake

To overcome the fear of being wrong in speaking, There must be chemistry between teachers and students, and teachers must build student concentration and a good atmosphere in the classroom so that students feel comfortable speaking English. It was supported by the result of interview with English teacher, Mrs. Wilis. She stated that:

So, the interaction was like this, she has always considered the students to be her children too. When she explains to students, she forgot all the problems. Second, she teaches with love. If she gives love, the interaction was connected.⁹¹

It was also reinforced with the result of interview with the Puput and Risma stated, they stated that: "Mrs. Wilis when teaching is fun. She never scolded his students." As well as Ahmad stated, he said that: "Mrs. Wilis talks a lot when teaching. So, it was like a debate too." Ita also said that: "She was my favorite teacher, because she was not fierce."

Beside that, when the students are afraid of making a mistake, the teacher motivates students. The teacher said that don't be afraid to be wrong when speak English. The teacher belief that students make the mistakes the students can learn from their mistakes.

e. Shyness

In terms of solutions to overcome shyness, the teacher must create an effective method of dealing with the student's shyness. By doing this, shy students are expected to feel fine, even if they make mistakes in their

⁹¹ Interview Transcript Number 01/W/29-03/2022

learning. The students will not have to worry about poor pronunciation and grammar this way. As the teacher said that:

So, the interaction was like this, she has always considered the students to be her children too. When she explains to students, she forgot all the problems. Second, she teaches with love. If she gives love, the interaction was connected.⁹²

The teacher also motivate the students. This shows that shyness can be a source of difficulty in student learning activities in class, especially in speaking class. The teachee try to create a friendly and open classroom environment. The teacher does not scold the students who do not do their homework or are late for class, but ask nicely.

C. Discussion

In this section, present the research findings. The discussion is based on the presented findings covering the students' difficulties in speaking English as well as the solutions to overcome the difficulties.

1. The Students' Difficulties in Speaking English

Speaking is one of the four skills in English. Speaking is not easy for students, it is a difficult skill because it involves at least four components: grammar, vocabulary, pronunciation, and fluency. It was accordance with the theory of Syakur in Masbiran. He stated that speaking is a difficult skill because it involves at least four components: grammar, vocabulary, pronunciation, and fluency.⁹³ The researcher discovered some difficulties in speaking English faced by students in the eleventh grade of MA Miftahul Ulum Kradinan based

⁹² Interview Transcript Number 01/W/29-03/2022

⁹³ Masbiran, G., & Fauzi, A., *Speaking skill in using community language learning (CLL)*. (Indonesian Journal of Integrated English Language Teaching, 2017), 3(2), 198-205.

on observations and interviews. These difficulties include a lack of vocabulary, a lack of pronunciation, poor grammar, a fear of making a mistake, and shyness.

The researcher found the difficulties student in vocabulary. According to Nation stated that vocabulary is the basis of language skills.⁹⁴ Vocabulary is an individual word or a group of words that have specific meaning. Vocabulary problems occur when a person lack of vocabulary needed to speak. In this research the researcher found that the students' vocabulary was still lacking because they don't want to memorize and they don't have a dictionary. Meanwhile, the most important aspect of speaking English is vocabulary. They will never be able to communicate in English if they do not know the vocabulary. So, their knowledge in English vocabulary needs to be improved.

Furthermore, the researcher discovered that students are not active in speaking English because it is difficult to pronounce words clearly. They may know how to write it but not how to pronounce it. Even if they know how to pronounce it, they are not always confident in saying it. Because the pronunciation of vowels and consonants in Indonesian and English differs, it can be difficult for them to pronounce vowels and consonants in English. This difficulty can also be caused to the fact that they rarely practice saying the English word. As a result, their tongue cannot correctly pronounce English.

The researcher also found poor in grammar as the students' difficulties in speaking English. The grammatical problem also becomes a factor that influences students' speaking. The students who struggle with grammar also struggle with speaking English.⁹⁵ In this reserach the researcher found that there was many of the students do not active speak English because of grammar

⁹⁴ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

⁹⁵ Oxford, R. L., *Language Learning Strategies: What every teacher should know*. (House Publishers, 1990).

too. The students did know what they are going to say and feel if they make a grammatical error, their teacher will say that they made a mistake. Usually students are afraid to speak English because of the grammar that always makes them dizzy. English grammar is very difficult to learn. Grammar, according to Celce-murcia, has become difficult because students do not learn structures one at a time.⁹⁶ They have no idea if they spend too much time thinking about grammar when they make good sentences. As a result, students must learn more about English grammar in order to speak English fluently.

Based on the explanation of the findings above, the researcher found three student difficulties, there were lack of vocabulary, lack of pronunciation and poor in grammar. From the three difficulties, it is included in the term of nothing to say. There are in line with the theory of Penny Ur who stated that the four type problems in speaking activities they consist of inhibition, nothing to say, low or uneven participant and mother - tongue use.⁹⁷

The next difficulties faced by students was fear of mistake. Ripkah in her research found that students often experience difficulties when speaking English because they are still afraid of making mistakes, ashamed to say something, not confident.⁹⁸ The researcher discovered in this study that the majority of students are afraid to speak English in front of the class. They are afraid of making mistakes when explaining in front of the class, they taking too long to come forward in front of the class and they are afraid to try to speak English. According to Aftat, this fear is related to the issue of correction and

⁹⁶ Celce-murcia, Teaching English as a Second or Foreign Language. ((United State of America: Heinle & Heinle, 2001).

⁹⁷ Penny Ur, *Op.cit.*, 121.

⁹⁸ Ripkah, Teaching Strategies to Overcom Students' Difficultiesin Learning Speaking. Madura University, 2013, 17.

negative evaluation.⁹⁹ The students are afraid of being laughed at by their friends and criticized by the teacher if they make mistakes.

And the last difficulties faced by students was shyness. The students were embarrassed when they are asked to come forward in front of the class. When students spoke English in front of the class, they stammered, went blank, and forgot what to say. The data above also supports Baldwin's theory that speaking in front of people is one of the most common phobias that students face, and that feeling of shyness causes their mind to go blank or that they will forget what to say.¹⁰⁰ The students also were afraid of being laughed at by his friends.

The two findings above were fear of mistake and shyness. It was accordance with the theory of Penny Ur that students' speaking problems are inhibition. Inhibition is students feel worried about make mistakes, fear criticism or lose face. They are shy attention that their speech is interesting.¹⁰¹

In addition, they also rarely use English, either at school or outside of school, because their environment is also in the cottage so they prefer to use their own language (Mother-tongue), Indonesian and Javanese. Harmer shows that when the students discuss unknown topics, they speak in their mother tongue.¹⁰² In addition, students feel natural using their mother tongue. This is also included in the difficulties faced by students as the theory from Penny Ur

⁹⁹ Aftat, Mokhtar, (2008), Motivation and Genuine learning. Available: <http://www.englishteacher1.com/motivation.html> (March 15, 2011)

¹⁰⁰ Baldwin, Caroline, (2011). How to Overcome Shyness During an Oral Presentation, (Online) http://www.ehow.com/how_7852354_overcome-shyness-during-oral-presentation.html (February 17, 2011)

¹⁰¹ Penny Ur, A Course in Language Teaching Practice and Theory. (Cambridge: University Press, 1996).

¹⁰² Harmer, J., The Practice Of English Language Teaching (3rd ed.). (Cambridge, UK: Pearson Longman, 2011).

which states that: The four type problems in speaking activities they consist of inhibition, nothing to say, low or uneven participant and mother - tongue use.¹⁰³

So, from the explanation of the findings above, the researcher found several students with difficulties in speaking English, there were lack of vocabulary, lack in pronunciation, poor in grammar, fear of mistake, shyness and mother-tongue use.

2. The Solutions to Overcome The Students' Difficulties in Speaking English

Every problem in speaking English can be solved by many strategies or efforts. In order to get the top achievement, especially in speaking skills, the students need to force themselves to get more practice if they want to improve their abilities speaking ability.

In this research, through observation and interview, the researcher got the data about the solutions to overcome the students' difficulties in speaking English. To overcome the difficulties of the students in speaking English, the students need to force themselves to get more practice if they want to improve their abilities speaking ability. From the results of interview with students showed that most of students still have difficulties with vocabulary, pronunciation, grammar, fear of mistake and also shyness. Here some solutions to overcome the difficulties.

a. Teacher's Solution to Overcome Students' Difficulties in Vocabulary

For the first difficulty is about lack of vocabulary and Mother-tongue use. To solve this difficulties the teacher divides the students into small groups. Then the students were given some vocabulary. Then the students were asked to make a dialogue and then present it in front of the class. It can increase students' vocabulary knowledge as well as train

¹⁰³ Penny Ur, *Op.cit.*, 121.

students not to be embarrassed when asked to speak in English in front of their friends. Besides that, the teacher also always chooses the right topic that can make students interested and not easily bored when learning.

The data above is accordance with the theory of Penny Ur. Penny stated that at least there are five ways to solve the problems of speaking¹⁰⁴, they are:

- 1) Use group work
- 2) Base the activity on easy language
- 3) Make a careful choice of topic and task to stimulate interest
- 4) Give some instructions or training in discussion skills
- 5) Keep students speaking the target language.

From the five points in the penny theory, the data above is accordance on the first point, it is use gorup work. Use group work can increase students' vocabulary knowledge as well as train students not to be embarrassed when asked to speak in English in front of their friends. Besides, the students will get used to using English, especially when learning English.

b. Teacher's Solution to Overcome Students' Difficulties in Pronunciation

The second, to overcome the lack in pronunciation and Mother-tongue use the teacher uses the repeating technique so that students can correctly pronounce words in English. The students repeating the words, phrases, and even entire speeches. In practice, the teacher gives instructions that students must follow. The teacher pronounces a word or sentence correctly, then repeatedly and repeats the teacher's instructions.

¹⁰⁴ Penny Ur, *Op.cit.*, 121-122.

It was accordance with the theory of Hamer. Hamer stated that in such situations, there are many things that students can do to help themselves. Those are preparation, repetition and big groups or small groups.¹⁰⁵

So, to solve the the lack in pronunciation and Mother-tongue use the teacher uses the repeating technique according to the theory of Harmer on the second point. By repeating the pronunciation often, the students' tongue will get used to the pronunciation of these words and help to improve the students' memory in how to pronounce each word. In addition, it also increases their confidence to say a word because they already know or have heard how to pronounce the word before.

c. **Teacher's Solution to Overcome Students' Difficulties in Grammar**

The third was to overcome the difficulties about grammar. When learning English, the teacher must increase students' concentration and create a harmonious atmosphere that can reduce students' nervousness. It was accordance with the theory of Zua in Juhana. Zua stated that to overcome the feeling of fear of being wrong, first, it is necessary to build an emotional relationship between teachers and students. Second, the teacher should help students improve their concentration while learning English. And the last, the teacher must create a harmonious atmosphere that can reduce student problems.¹⁰⁶

Here, the teacher advises the students to always try speak in English without thinking about the grammar first and when students make mistakes the teacher does not immediately scold but correct them. So,

¹⁰⁵ Harmer, J. (2007). The practice of English. In Language (FOURTH)., 346.

¹⁰⁶ Juhana, *Op.cit.*, 101.

students may feel more at ease and confident in him, and they may believe that the teacher will help them if they make grammar mistakes.

d. Teacher's Solution to Overcome Students' Difficulties in Fear of Mistake and Shyness

The last, to overcome the difficulties about fear of mistake and shyness the teacher create a harmonious atmosphere when teaching speaking. So, the students will feel comfortable when they speak English. Also the teacher create a friendly and open classroom environment.

The data above was accordance with the theory of Zua in Juhana. Zua stated that to overcome the feeling of fear of being wrong, first, it is necessary to build an emotional relationship between teachers and students. Second, the teacher should help students improve their concentration while learning English. And the last, the teacher must create a harmonious atmosphere that can reduce student problems.¹⁰⁷ Besides that, Pesce also says that urged teachers to create a friendly and open classroom environment.¹⁰⁸

It can be conclude that by doing that way, the students who are shy are expected to feel fine even if they do mistakes while learning. In this way, students will not worry about poor pronunciation and grammar too.



¹⁰⁷ Juhana, *Op.cit.*, 101.

¹⁰⁸ Pesce, Claudia. 2011. Speak Up! Sure-fire Ways to Help Teens And Adult Overcome Shyess (Online). (<https://busyteacher.org/4276-speak-up-sure-fire-ways-tohelp-teens-and-adults.html>, accessed on: 6th January 2019)

CHAPTER V

CLOSING

In this chapter, the researcher presents conclusion and suggestion of the research. The conclusion was drawn based on the research finding and discussion. This chapter is divided into two parts, where in the first part was aimed to give conclusion about the student's difficulties in speaking English at the eleventh grade of MA Miftahul Ulum Kradinan, and the solutions to overcome the students' difficulties when speaking English. The second contains suggestions for related parties and further researchers related to the topic to this lesson.

A. Conclusion

Based on the research findings at the eleventh grade of MA Miftahul Ulum Kradinan, the researcher found that the students' difficulties in speaking were: lack of vocabulary, lack in pronunciation, poor in grammar, fear of mistake and shyness. The main difficulties faced by most students are vocabulary mastery. They do not want to memorize the vocabulary and they do not have a dictionary. Besides that, the students are not active in speaking English because they are difficult to pronounce words clearly. The students did know what they are going to say and feel if they make a grammatical error, their teacher will say that they made a mistake. Most students worry about making mistakes, so they feel nervous about performing their conversation. They are afraid of being laughed at by their friends and criticized by the teacher if they make a mistake when speak in English. In addition the students also feel embarrassed to speak English, so it makes their mind go blank and forget what to say.

To overcome the difficulties the teacher has several solutions, including: use group work, repeating, improve the students' concentration when learning English, and the last, the teacher create a harmonious atmosphere when learning English. With these

solutions, it is hoped that it can improve the speaking skill of eleventh grade in MA Miftahul Ulum Kradinan. To solve the lack of vocabulary, the teacher use group work. It can increase students' vocabulary knowledge as well as train students not to be embarrassed when asked to speak in English in front of their friends. To improve the students' pronunciation the teacher uses repeating technique. The students repeating the words, phrases, and even whole speech, so the students know how to pronounce words in English well. The teacher increase students' concentration and creates a harmonious atmosphere when learning English. So, it can make the students feel comfortable even they do mistake in their learning and not worry about imperfect grammar or prounciation. In additon it was also make the students confidence and believe that the teacher will help them if they make mistakes.

B. Suggestions

Based on the findings, the researcher would like to make some suggestions to help students overcome their difficulties in speaking English. The researcher makes several suggestions to the students, the teacher, and other researchers:

1. The students

The students are hoped to improve their basic knowledge of English skill and epand their vocabulary. Furthermore, the students should not feel hesitate, shy or afraid of making mistake when speaking English. So, the students can increase their speaking ability.

2. The teacher

The teacher is hoped to update the teaching speaking material and method. The teacher should increase a different way to teaching students how to speak English, so the student feel excited in speaking English. The class should not be teacher-centered, so there will be more opportunities for the students to actively learn. In their learning speaking class the teacher should be more active

and innovative. The various teaching techniques should be used with maximize usage of the teaching and learning media.

3. The other researcher

The researcher hopes this research will guide the other researchers that want to conduct the similar problem about students' difficulties in speaking skill. In addition, the next researchers are suggested to find more difficulties, which faced by students and the factor that cause of difficulties in speaking English. The next researchers are also advised to find solutions that the students themselves can do to overcome these difficulties.



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