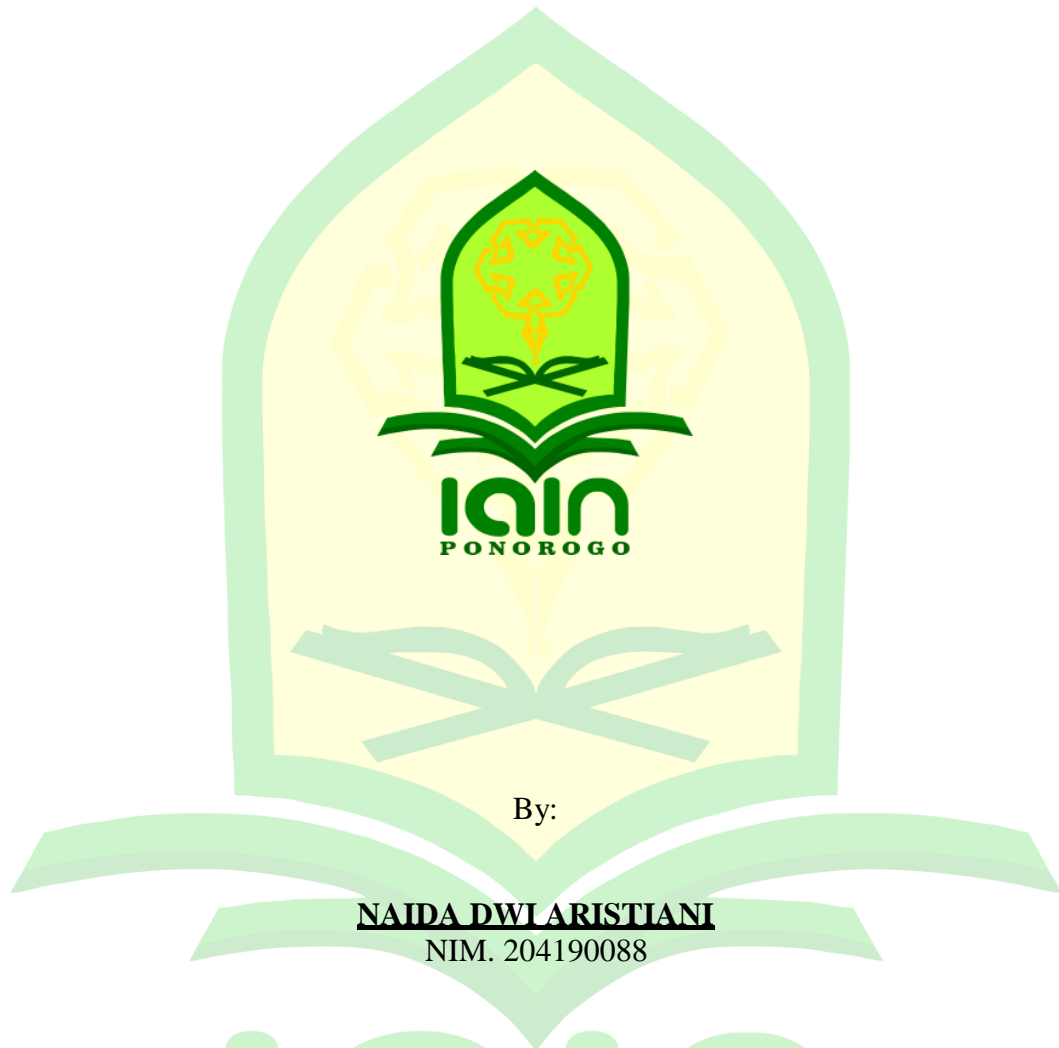


**STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT
THE SEVENTH GRADE OF INTERNATIONAL CLASS
PROGRAM AT MTSN 2 PONOROGO**

THESIS



By:

NAIDA DWLARISTIANI

NIM. 204190088

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

**STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT
THE SEVENTH GRADE OF INTERNATIONAL CLASS
PROGRAM AT MTSN 2 PONOROGO**

THESIS

**Presented to State Islamic Institute of Ponorogo in Partial
Fulfillment of the Requirement for the Degree of *Sarjana* in
English Language Teaching Department**



By:

NAIDA DWI ARISTIANI

NIM. 204190087

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

P O N O R O G O

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Naida Dwi Aristiani
NIM : 204190088
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : ICP Students' Difficulties in Speaking English
at the Seventh Grade of MTsN 2 Ponorogo

has been approved by the advisor and is recommended for thesis examination.

Advisor



Dr. Tintin Susilowati, M.Pd.
NIP. 197711162008012017

Ponorogo, 11th September 2023

Acknowledge by
Head of English Language Teaching Department
Faculty of Tarbiyah and Teachers Training
State Islamic Institute of Ponorogo



Dr. Esti Yuli Widayanti, M.Pd.
NIP. 197907192006042002



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO**

RATIFICATION

This is to certify that *Sarjana*'s thesis of:

Name : Naida Dwi Aristiani
Student Number : 204190088
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : Students' Difficulties in Speaking English at The Seventh
Grade of International Class Program at MTsN 2
Ponorogo

Has been approved by the board of examiners on

Day : Thursday
Date : 02th November 2023

and has been accepted as the requirement for the degree the *Sarjana*

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Day : Thursday
Date : 16th November 2023

Ponorogo, 16th November 2023

Ratified by

Head of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Moh. Munir, Lc., M.Ag.
NIP. 196807051999031001

Board of Examiners

1. Chairman : Wiwin Widyawati, S.S., M.Hum.
2. Examiner I : Dra. Aries Fitriani, M.Pd.
3. Examiner II : Dr. Tintin Susilowati, M.Pd.

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Saya yang bertanda tangan di bawah ini:

Nama : Naida Dwi Aristiani
NIM : 204190088
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : Students' Difficulties in Speaking English At The
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Penulis



Naida Dwi Aristiani

NIM. 204190088

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PONOROGO

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Nama : Naida Dwi Aristiani
NIM : 204190088
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Students' Difficulties In Speaking English At The
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Naida Dwi Aristiani
NIM. 204190088

DEDICATION

Praise be to Allah SWT, who has given His mercy and grace so that I can complete this thesis.

The researcher dedicates this thesis to:

1. My parents, Masfufah and Imron Rusady, and also My Mak Nyik, who always prayed and supported me since the beginning so I could complete this thesis,
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MOTTO

" احرص على ما ينفعك واستعن بالله ولا تعجز "

"Ihrish ala maa yanfa'uka wasta'in billahi wa la ta'jiz"

"Bersemangatlah dalam melakukan hal yang bermanfaat bagimu. Dan minta tolonglah pada Allah, serta janganlah engkau malas."

(HR. Muslim)¹



¹ Imam An-Nawawi, Riyadhush Shalihin & Penjelasannya (Jakarta Timur : Ummul Qura, 2014), 110.

ABSTRACT

ARISTIANI, NAIDA DWI. 2023. *Students' Difficulties In Speaking English At The Seventh Grade Of International Class Program At MTsN 2 Ponorogo.*
Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo.
Advisor : Dr. Tintin Susilowati, M.Pd.

Keywords : *Student's Difficulties, Speaking English*

Speaking is pronouncing articulation or sounds or words for expressing, stating, and delivering thoughts, ideas, and feelings. Speaking skills become an essential thing for language learners to master. Besides, As foreign language learners, students experience difficulties during the learning process. However, They experienced a linguistic obstacle and psychological problem.

There are two objectives in this research. The researcher wants to analyze the difficulties experienced by seventh-grade ICP students at MTsN 2 Ponorogo in speaking English and the teachers' efforts to overcome the problems encountered by the students.

The method that the researcher used in this research is descriptive qualitative. The data was collected through observation, questionnaire and interview. The subject of this research was seventh-grade ICP students at MTsN 2 Ponorogo and the English teacher of MTsN 2 Ponorogo. Then, the data is analyzed using reduction, data display, and conclusion.

The result of this research is the researcher found that the difficulties experienced by the students were a limitation in grammar, vocabulary, pronunciation, anxiety, lack of confidence and lack of motivation. Lastly, the researcher found several efforts used by the teacher to overcome the difficulties. The effort uses by the teacher to overcome the difficulties experienced such as speaking in the classroom by creating a class atmosphere like a language class that expected them to use English. The teacher gave students practice with fluency and accuracy by always providing feedback on the student's mistakes, which expected the students to speak perfectly to overcome the linguistic obstacles. The teacher creates opportunities for students to talk by using group work or pairwork to expect them to feel comfortable, which makes them not stressed and anxious when getting a task with a higher difficulty level, which can make students more confident. The teacher planned a speaking task that involved negotiation for meaning that was expected to make them understand their speech and get the correct vocabulary, grammar, and pronunciation. The teacher's was to design classroom activities as comfortable as possible to affect their understanding and success in practicing their language skills.

P O N O R O G O

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Researcher realize that the results of this study are still not perfect and have deficiencies. Therefore, the researcher would really appreciate constructive criticism from readers for the perception of this research project.

Ponorogo, 10th Oktober 2023



Naida Dwi Aristiani
NIM. 2041900 88



TABLE OF CONTENTS

COVER	i
PAGE TITLE.....	ii
APPROVAL SHEET	Error! Bookmark not defined.
SURAT PERSETUJUAN PUBLIKASI	Error! Bookmark not defined.
PERNYATAAN KEASLIAN TULISAN.....	Error! Bookmark not defined.
DEDICATION.....	vii
MOTTO.....	viii
ACKNOWLEDGMENT.....	x
TABLE OF CONTENTS.....	xii
LIST OF TABLE.....	xiv
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Focus	6
C. Statement of the Problems	7
D. Objective of the Study	7
E. Significance of The Study.....	7
C. Systematic of Discussion	8
CHAPTER II.....	11
THEORETICAL BACKGROUND.....	11
A. Conceptual Framework.....	11
B. Previous Research Finding	27
D. Theoritical Framework.....	31
CHAPTER III.....	33

RESEARCH METHODS	33
A. Research Design	33
B. Location and Time of Research.....	35
C. Data and Data Source.....	35
D. Data Collection Procedures.....	36
E. Data Collection Technique.....	38
F. Data Analysis Technique	39
G. Data Validity Check.....	41
H. Research Procedure.....	42
CHAPTER IV.....	43
FINDING AND DISCUSSION.....	43
A. General Data Description.....	43
B. Spesific Data Description.....	44
C. Discussion	61
CHAPTER V.....	68
CLOSING.....	68
A. Conclusion.....	68
B. Recommendation.....	69
REFERENCE	71
APPENDIX	Error! Bookmark not defined.
CURRICULUM VITAE	Error! Bookmark not defined.



LIST OF TABLE

Table 4.1	Observation of Students Speaking Difficulties.....	50
Table 4.2	The Result of the Questionnaire about Limitation Vocabulary...	51
Table 4.3	The Result of the Questionnaire about Limitation in Grammar...	53
Table 4.4	The Result of the Questionnaire about Limitation in Pronunciation.....	54
Table 4.5	The Result of the Questionnaire about Limitation in Speaking Fluently.....	55
Table 4.6	The Result of the Questionnaire about Difficulty in Expressing a Few Word.....	55
Table 4.7	The Result of the Questionnaire about Limitation in Speaking English Clearly.....	55
Table 4.8	The Result of the Questionnaire about Having a Problem to Speak English Without Concept and Preparatory.....	57
Table 4.9	The Result of the Questionnaire about Having Low Confidence in Speaking English.....	57
Table 4.10	The Result of the Questionnaire about Feeling Anxious to Speak English.....	58
Table 4.11	The Result of the Questionnaire about Feeling Nervous When the Teacher Instructed to Use English.....	58
Table 4.12	The Result of the Questionnaire about Losing Self Confidence After Making Mistake in Speaking English.....	59
Table 4.13	The Result of the Questionnaire about Embarrassed to Speak English in the Class.....	60

Table 4.14	The Result of the Questionnaire about Always Translate Word Before Speaking.....	60
Table 4.15	The Result of the Questionnaire about Find Difficulty to Speak Like a Native Speaker.....	62
Table 4.16	The Result of the Questionnaire about Limitation to Practicing English.....	62



CHAPTER I

INTRODUCTION

A. Background of the Study

Communicating or speaking becomes a very important thing in everyday human life; by speaking, humans can convey their ideas to others. Speaking is necessary for humans to interact with them. In speaking activities, many things must be considered, not only related to what is being talked about what language is used, but also who our interlocutor is.² In speaking, human beings, of course, use a medium, namely a language; with this language medium, all humans can express the feelings, desires, opinions, and needs of each individual. With language, it is easier for every human being to understand the meaning of other people's words.³ Language plays a central role in intellectual, social, and emotional development and supports success in all fields of study.

The development of language skills underlies their ability to learn a language other than their mother tongue. English is one of the foreign languages that a person needs to have in order to be able to communicate internationally. English is a world language. We often hear that English is an international language. This is shown by government regulations that stipulate English subjects to be compulsory subjects for students in schools. This shows the importance of English for success in a career. Speaking is the most difficult skill for English foreign learners. Many of them cannot speak

² Fatimah, Wahyuni, dan Qamariah, "an Analysis of Students Difficulties in Speaking a Descriptive Study At Second Grade Year Students of Smpn 1."

³ Harras dan Bachari, *Dasar-dasar Psikolinguistik*.

English even though they have studied English for approximately six years, from elementary school to high school; even among them, some take English lessons privately, and others as support for English language skills.

Nowadays, many educational institutions create international class programs that require their students to use English in everyday life. However, sometimes, they also use a bilingual language by combining two languages, Indonesian and English. Students also often use English in communicating in cyberspace, but until now, they still have the disadvantage of speaking English well. In Language, several skills must be mastered. One of them is talking. In English, speaking has become an achievement that learners must master. However, it is often found that students need help to speak English during the teaching and learning process in the classroom. They need help speaking English, so learning communication in the classroom is not created properly. Some of them are able to master English material, but they are not able to speak English. They feel scared when asked to use English by their teacher. Some of them prefer silence. They feel they need the capital to speak English.

Speaking skills are a language skill that needs to be mastered well by students who are learning English. With these skills, students can communicate well with the person who owns the language. In general, there are still many students who need help conveying ideas, thoughts, questions, and so on in English using good and correct English. This was also experienced by the class VII students in the ICP class at MTsN 2 Ponorogo. ICP class itself is a superior program in MTsN 2 Ponorogo. This program

was established in 2021 in the even semester in collaboration with the State University of Malang. In ICP classes, teachers and students are required to speak English at the time of learning or not. Therefore, this program has different facilities from other classes to support the creation of a true English class. In this program, the school uses the national curriculum and also the Cambridge curriculum. For admission, students also have to go through many tests that must be done. Students must take general tests such as subject writing tests and psychological tests like the tests taken by other students in PDIC, Bilingual, and regular programs, and they must also take IQ tests. Then, students must also take oral and written English tests to find out their English proficiency. In this program, each semester, students must take a special test, namely the IPT test, which is usually carried out in May by Cambridge University through the State University of Malang.

The students in the ICP class at MTsN 2 Ponorogo textually have good English skills, judging from the admission process in this program. However, this does not make this program free from problems in the learning process. Based on the interview that the researcher conducted with Mr. Sofyan, the head of this ICP program. He said that the students still find it difficult to get used to speaking in English even though it has been required by him to be done on Mondays through Thursdays. Many of the students still feel embarrassed and influenced by their friends when they are capable, so they are not comfortable speaking in English. It is indeed a difficult thing when it comes to starting to speak English if you are not used to it. It can happen because of the low willingness to learn. In addition, the

method of teaching English starts with Reading, Writing, Speaking, and Listening. This does not make them able to speak English because learning through written text without applying it is only stored in the brain temporarily. Reading text is as meaningful as memorizing.⁴ In addition, some factors can influence students' learning difficulties in speaking English, such as Lack of will in students and absence of motivation in students. In addition, it can also be caused by English not being used for everyday language. The language commonly used by MTsN 2 Ponorogo students in their daily lives, both at home and school they often use Indonesian and Javanese. Learning Difficulty is a condition where the competencies achieved are different from the standard criteria that have been set (Parnawi, 2019).

Aida Fitria (2013), in her research *An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies Sunan Ampel, Surabaya* state that the problems of the students' speaking problems are inhibition, which consists of students feeling shy of being attention when speaking English, worried about making mistakes, and Afraid of being criticized when speaking English incorrectly; it is caused by their low understanding of grammar, low vocabulary, and low level of pronunciation mastery. And also problem in nothing to say; students are afraid of being faulted, have no idea how to speak English, and are too lazy to speak English. Uninteresting topics and difficult material/topics cause it. The problem related to low or uneven participation is that the students

⁴ Ahmadi, *Psikologi Belajar*.

seldom speak English in class, and students need to be more certain to speak English. It is caused by their low understanding of grammar, low vocabulary, and low level of pronunciation. The last problem is the mother tongue used. Students usually use their mother tongue during the lesson. Their vocabulary is low.⁵

Alvin Nadzirotunnuha (2017) in his research *The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko* state that the common problems' on speaking was mother tongue use especially on the aspect of students feel that mother tongue is easier. This problems caused the other speaking problems happened, like inhibitions, nothing to say, and low or uneven participations.⁶

Research conducted by zulfetri and Nurlaili in 2019 on English Language Education students, they state that there are eight factors that affect low English language skills, namely lack of materiality in vocabulary, not having friends to talk to, low grammar mastery, being affected by mother tongue, lack of learning motivation, Pressure on English, the method used by lecturers and the last one is a cultural cross between Indonesian and English. The next one is research conducted by Fatimah, Sri Wahyuni, and Hijjatul Qamariah in 2021 on eighth grade students at SMPN 1 Baitussalam. They state that the factors that influence student learning difficulties are linguistic factors and non-linguistic factors. Linguistic factors such as English grammar, pronunciation of English vocabulary. While non-linguistic

⁵ Fitriati, "An Analysis of Students' Speaking Problems at English Education Department."

⁶ Nadzirotunnuha, "The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko."

factors are lack of confidence, motivation and environment. Students tend to feel afraid of being wrong when pronouncing vocabulary and being laughed at. Lastly the difficulty of students in learning English is the influence of the environment. The lack of practice in speaking English makes them feel embarrassed when speaking English coupled with their school environment that uses their mother tongue in speaking everyday.

Research by Yulia Wiji Astika, Siti Rahmawati, Teta Wismar and Dyah Puji Astuti in 2017 state that the students who had difficulty in speaking English because they felt afraid to make mistakes, they also did not feel confident, also limited time in using English in addition to the limited vocabulary they had. Based on this background, researchers are interested in conducting research on exploring student difficulties in speaking skills. Researchers want to know the difficulties experienced by students, the inhibiting factors that cause these difficulties and the efforts of teachers to overcome these. So, the researchers decided to conduct a study entitled "*Students' Difficulties In Speaking English At The Seventh Grade Of International Class Program At MTsN 2 Ponorogo*". Hopefully, this research is useful for readers.

B. Research Focus

To limit the problems to be studied, the researchers focused this research on ICP students' difficulties in English Speaking Skills at MTsN 2 Ponorogo. This research discussed students' difficulties in speaking English and how the teacher makes an effort to solve the difficulties.

C. Statement of the Problems

Based on the background above, the statement of the problem are as followed :

1. What are the difficulties of the ICP students' in speaking English ?
2. How is the teacher's efforts to overcome the students' difficulties in speaking English?

D. Objective of the Study

This research aimed to :

1. To find out what are the ICP students' difficulties in speaking English.
2. To find out the teacher's efforts to overcome the students' difficulties in speaking English.

E. Significance of The Study

1. Theoretical Significance

Theoretically, this research is likely useful to be used as a source of knowledge or information in the same research.

2. Practical Significance

- a. For the English Teachers

Hopefully, the results of this study can help teachers understand the difficulties of English-speaking students. Also, the teachers will improve their teaching methods and strategies to get better achievement.

- b. For the Students

The findings of this research can also help students overcome their difficulties and what are the solutions to overcome the difficulties in speaking English. Hence, they are able to evaluate themselves after

knowing their abilities.

c. For the Readers

The researcher hopes to provide the recommended information to readers, especially for the teachers and students of the ICP class at MTsN 2 Ponorogo, to establish learning strategies to improve student's English skills, especially in speaking.

C. Systematic of Discussion

The systematic discussion in this thesis consists of five chapters, which have several sub-chapters in each chapter. In this systematic discussion, a general description of the content of each chapter contained in this thesis will be described. The following are some of the chapters contained in this thesis.

Chapter I

INTRODUCTION.

This chapter contains several sub-chapters including, the background of the study, research focus, statement of the problems, objectives of the study, significances of the study, organization of the thesis, and research schedule.

This chapter generally discusses the initial description and reasons why the researcher took this research topic as well as the things that be discussed in this research. In addition to these discussions, this chapter also describes the objectives and significances of the study for various groups related to the topic of this research.

Chapter II

THEORITICAL BACKGROUND

This chapter consisting of various sub-chapters including the conceptual framework, previous research findings, and theoretical framework. Broadly speaking, this chapter covers the theories that are used as the basis for research as well as explanations related to research on similar topics conducted by previous researchers.

Chapter III RESEARCH METHOD

In this chapter, there are several sub-chapters including research design, research setting, data and data source, data collection technique, data analysis technique, data validity check, and research procedure. This chapter outlines how the research conducted which includes a discussion of research methods and approaches as well as the types of research used, where the location is taken to conduct research, how the data collected, and what data will be used and how researchers analyze the data obtained and how researchers test the validity of the data obtained.

Chapter IV RESEARCH FINDING

This chapter provides important information because the researcher analyzes the results. Therefore, this chapter clearly presents general data such as the background of ICP class at MTsN 2 Ponorogo. It includes analyzing data on students' difficulties with English speaking and the factors that led to students' difficulties in speaking English

and also the solution to overcome it.

Chapter V

CONCLUSION

This chapter contains the conclusion of the study and suggestions for further research is explored in more detail in the last chapter.




CHAPTER II

THEORETICAL BACKGROUND

A. Conceptual Framework

1. Definiton of Difficulties



The difficulty is a condition where students cannot learn because of interference. Learning difficulties are a type of disorder that is heterogeneous and includes multidisciplinary concepts. Interference is a basic psychological process that includes the understanding and use of speech or written language.⁷ Learning disorders are caused by students' lack of understanding of the material. This caused the learning process to be hampered and their learning achievement to decline.

Difficulty is a condition in which the student needs help to learn naturally due to threats, obstacles, or distractions in the study.⁸ Difficulties at the word level are related to word decoding and identification skills and involve problems in understanding, using phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs.⁹ Students primed with a difficulty-as-importance mindset performed better on a fluid intelligence test and a standardized writing task (better grammatical construction, more relevant content: than participants primed with

P O N O R O G O

⁷ Murniarti, "Kesulitan Belajar (Konsep Dasar, Gejala Dan Efek Sosial Psikologisnya) Dan Teknik Pengumpulan Data Dan Asesment."

⁸ Riyati, "Tingkat Kesulitan Belajar Bahasa Inggris Pada Siswa Kelas XI SMA Xaverius I Jambi."

⁹ Leong, Inglés, Lai-mei, "An Analysis of Factors Influencing Learners' English Speaking Skill." 2017

difficulty-as-impossibility or a no-prime control.¹⁰ An emerging body of work measures how much people endorse difficulty as important and difficulty as impossibility when considering their tasks and goals. These studies build on the availability of brief, reliable, and validated difficulty as importance and difficulty as impossibility scales.¹¹

Based on the explanation of the difficulties from the experts above, the researchers concluded that difficulty is a condition experienced by students with learning disorders caused by students having difficulty understanding words or sentences in English, so the learning process does not go well.

2. Speaking

a. Definition of Speaking

Speaking is the ability to pronounce articulation or sounds or words for expressing, stating, and delivering thoughts, ideas, and feelings. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹² Through speaking makes people able to communicate with each other. To create successful communication, the listener should pay attention and listen in order to understand what the speaker intends to say, and the speaker should use an effective way to speak. So the listener can understand what they mean.

According to Nunan, speaking is one of the important things in the language learning process, either as a foreign language or a second

¹⁰ Nation dan Newton, *Teach. ESL/EFL List. Speak.*

¹¹ Nation dan Newton.

¹² Wulandari, Sada, dan Arifin, "The Effectiveness of Dst To Develop Speaking Ability for English Club Students."

language.¹³ Students' achievement in understanding and learning to speak can be measured by the fluency of students in communicating with the target language or foreign languages. If the student can already speak smoothly, the students will be easy to communicate and to express their opinions and ideas. Meanwhile, Nunan also quoted, "To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language".¹⁴ So, speaking is very important in our lives because we as human beings, need to use it to communicate with each other.

Based on the statements above, speaking is one of the most important skills in language. Speaking is also the first way to communicate orally to other people with the aim of expressing their ideas and feelings. People need to speak to establish communication. Without speaking, people also find it difficult to convey messages to one another. Therefore, speaking is s beneficial for everyone's life.

b. The Purpose of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will say to society. This is why speaking is critical. There are four essential aims of speaking, namely¹⁵ :

¹³ Leong, Inglés, and Lai-Mei, "*An Analysis of Factors Influencing Learners' English Speaking Skills.*" 2017

¹⁴ Putra, "The Correlation Between Motivation and Speaking Ability."

¹⁵ Pratama, Erma Purwanti, dan Yeni, "the Factors of Students' Silence in the English Speaking Classroom Performance At Eleventh Grade of SMKN 1 Tembilahan."

1) To inform

To inform means that the speaker wants to inform and share the ideas, information, process, feelings, or opinions to the hearer and give knowledge to a particular purpose.

2) To entertain

To entertain means that the speaker wants to make the hearer feel happier with the material, which is selected primarily based on their entertainment value.

3) To persuade

To persuade means that the speaker tries to convince the hearer to do something in a particular activity. The teacher has to make excellent teaching to the students by giving them an example in delivering material.

4) To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning. Discussion activity is believed to get more attention from the students because they have to solve a problem from the teacher's task.

c. Types of Speaking

According to Brown, there are some types of speaking.¹⁶ They are presented below:

1) Imitative

In psycholinguistic theory, according to Darjowijojo, people generally do not feel that the use of language is very difficult. Language usage can be

¹⁶ Brown, "Prinsip Pembelajaran dan Pengajaran Bahasa."

done easily because they are habit and done repeatedly. A baby at the age of one and a half years will imitate the word heard by him without knowing the meaning that is spoken. The utterances of one word that is imitated grow into utterances of two words and then eventually become complex sentences.

Furthermore, learners should often listen to a native speaker's speech on a tape recorder, videos, or other and then practice it. This is done to try an intonation counter or to pinpoint a certain vowel sound. The purpose of imitation is not to focus on meaningful interaction but to focus on some particular element of language form. Brown states that given an opportunity for learners to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either phonological or grammatical.

2) Intensive

Intensive is different from imitative. Imitative emphasizes pronunciation or phonological aspects, while intensive not only stresses pronunciation or phonological aspects but also learners should know the meaning to respond to certain tasks. According to Brown, intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

Responsive is very important in conversation because it can stimulate learners to respond properly and correctly when someone gives a question or comment. A small example is when the teacher asks (how are you today), learners can respond with an answer (pretty good, very well, fine, or other) and can ask the interlocutor again, like (how about you). Therefore, speakers

are stimulated to speak promptly. Usually, this is done in response to a short conversation, making a simple request comment, and others.

4) Interactive

Interactive is almost the same as responsive. Two types of speaking, both of the types which have the purpose of responding to the conversation from the interlocutor, whether a question or comment. The difference between responsive and interactive is the number of people in the conversation. According to Rahmawati and Ertin, in interactive, the number of speakers also matters as sometimes, more than two people in conversation.

5) Extensive (*monologue*)

Extensive speaking involves a wide range of speech production. Extensive is the highest level of speaking, and extensive is the most difficult type of speaking performance because it is a process of broadening the ability to speak. It is not just like answering in a short conversation, but in the extensive speaker should develop his speaking skills. Usually, extensive is done by monologue by doing activities such as oral reports, speeches, summaries, storytelling, and others. Furthermore, extensive speaking can be said to be the ultimate speaking skill that requires strong language components (Rahmawati and Ertin).

d. The Important of Speaking

The importance of speaking ability is not only in daily life but also takes an important role in the process of language learning. According to the Oxford Advanced Learner's Dictionary, speaking means to say words to say or to talk something about something, to have a conversation with somebody,

to address somebody in a word, etc.¹⁷ People do communication for some reasons. Jeremy Harmer states the reasons why everyone needs to speak as follows¹⁸ :

1) They want to say something

What is used here is a general way to suggest that the speakers make decisions to address other people. Speaking may be forced upon them, but we can still say that they feel the need to speak; otherwise, they would keep silent.

2) They have some communicative purpose

Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners to give some information to express pleasure, or they may decide to be rude or flatter. To agree or complain in each of these cases, they are interested in achieving this communicative purpose, what is important, the message they wish to convey, and the effect they want it to have.

3) They select from their language store

Speakers have an infinite capacity to create new sentences. To achieve this communication purpose, they select (from the "store" of the language they possess) the language they think is appropriate. The ability to speak a foreign language is the most pressing skill because someone who can speak a language will also be able to understand it. Lado, in Kusmaryati, defines speaking as the ability to use in essentially normal communication, stress,

¹⁷ Fikri, "Students' Perception toward Speaking Practice on English Week (Study at Misbahul Ulum Paloh, Lhokseumawe)."

¹⁸ Mudyanita, "The Contributions of English Day Program Toward Students' Speaking Skill in International Standard School SMK N 1 PACITAN."

intonation, grammatical structure, and vocabulary of the foreign language at a normal rate delivery for native speakers.¹⁹ Speaking skill is a matter that needs very special attention. No matter how great an idea is, it cannot be effective if not communicated properly.

Speaking is an essential tool for communicating thinking and a powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is the foundation of all language development and, therefore, the foundation of all learning. Lado, in Kusmaryati, points out that speaking ability or skill is described as the ability to report acts or situations, or the ability to report acts or situations in precise words, or the ability to converse or express a sequence of ideas fluently. The researcher can conclude that speaking can be an important skill in English because someone will be judged as a master of English when they can communicate with good oral communication with other people.

e. Learning Speaking

In essence, learning is the effort made by a person to obtain a new change due to his own experience interacting with his environment. The way of learning that everyone uses is different. This is due to different motivations, goals, age, social environment, and educational environment. Speaking is pronouncing articulated sounds or words to express and convey thoughts, ideas, and feelings. In simple terms, speaking can be defined as the skill of conveying messages through spoken language to others. The ability to speak is important in human life in general. Learning to speak is using oral

¹⁹ Sari Puspita, “*The Effect of Using Describing Picture Technique Towards Students’ Speaking Ability*,” (Thesis, Universitas Islam Riau, Pekanbaru, 2021), 15.

discourse to express thoughts, feelings, information, experiences, opinions, and comments in interviews, report presentations, discussions, protocols, and speeches, as well as in various literary works in the form of short stories, youth novels, poetry, and drama.²⁰ According to Kalayo and Muhammad Fauzan, learners should be able to make themselves understand by using their current proficiency to the fullest. He states that language learners should know the areas of knowledge in speaking as follows²¹:

- a. Mechanics (Pronunciation, grammar, and vocabulary): speaking the right word in the right order and right pronunciation.
- b. Functions (Transactional and interaction): knowing when clarity of message is essential (Transaction / information exchange) and when precise understanding is not required (Interaction / relationship building).
- c. Social and cultural rules norms: understanding how to take into account who is speaking to whom, in what conditions, about what and for what reason.

Penny Ur mentioned four problems of students in getting speaking activities in the classroom, they are as follow²²:

- a. Inhibition.

Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

²⁰ Mufidah, "Strategi belajar berbicara bahasa inggris."

²¹ Yasmin, "Inside-Outside Circle Strategy At the Second Grade of Cerdas Murni Junior High School Tembung."

²² Pratama, Erma Purwanti, dan Yeni, "the Factors of Students' Silence in the English Speaking Classroom Performance At Eleventh Grade of Smkn 1 Tembilahan."

b. Nothing to say.

They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation.

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use.

In classes where all, or several, the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue.

f. The Difficulties in Speaking

The difficulties in speaking can be seen from two aspects.²³ There are psychological aspect and linguistic aspect.

1. Psychological Problems

Psychological problem are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student’s speaking performance. According to Juhana (2012), there are some psychological factors that faced by the students when they speaking in the class:

²³ Fitriani, Apriliaswati, dan Wardah., “A study on student’s English speaking problems in speaking performance.”

a) Fear of Mistake

Many theorists suggest that fear mistakes becomes one of the main factors of students' doubt to speak in English in the classroom. Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or blame by the teacher.²⁴ Thus, the student's low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to assure their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b) Shyness

Shyness is an emotional thing that many students feel from at some time when they are due to speak in English class. Shyness is the one of current problem in student's speaking performance. Shyness also a problem in speaking learning class, so be aware on this aspect is also important in order to help the students do their speaking performance in the classroom, Gebhard (2000). According to Baldwin (2010) in Juhana (2012), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.²⁵

c) Anxiety

Anxiety is a feeling of nervous, apprehension and nervousness with the situation of learning a foreign language, Horwitz et all (2001) in Juhana

²⁴ Juhana, "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior Hhgh School in South Tangerang, Banten, Indonesia)."

²⁵ Juhana.

(2012). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance.²⁶ According to Horwitz (1991), anxiety about speaking a definite language can affect students' performance. It can influence the quality of oral language production and make individuals perform less fluent than they really are.²⁷ By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d) Lack of Confidence

Lack of confidence usually appears when students realized that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.²⁸

e) Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2008) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learner process it

²⁶ Umisara, Faridi, dan Joko Yulianto, "An Evaluation of the Psychological Factors influencing the Students' Anxiety in Speaking English."

²⁷ Sutarsyah, "An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance."

²⁸ Nety, B, dan Nurhaeni, "Students' Self Confidence in Speaking English."

will increase their study interest. So, the students should to have the motivation so that their speaking performance will be successful.²⁹

2. Language Aspect

An issue that has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. Several reports show that Indonesian learners commonly have not attained good oral English proficiency. Mukminatien (1999) found that students in the English department have many errors when speaking. The errors include pronunciation (tenses, prepositions, and sentence construction), vocabulary (incorrect word choice), fluency (frequent repair), and interactive communication (difficulties in getting the meaning). Ahmadi & Supriyono (Irham & wiyani, 2014) explained that the factors of students having difficulty speaking English can be classified into two, namely: internal factors and external factors. The internal factor is the difficulty that comes from within the student himself. Meanwhile, external factors are influenced by situations or conditions outside the student.³⁰ Linguistic obstacles are obstacles that focus on grammar errors when someone speaks. A person who speaks English uses a different structure. Also, there are problems with vocabulary, grammar, and pronunciation errors when speaking.³¹

²⁹ Januariza dan Hendriani, "Students' anxiety in learning speaking."

³⁰ Noerjanah dan Dhigayuka, "Strategi Pengajaran Guru Dalam Mengatasi Kecemasan Berbicara Siswa."

³¹ Bygate, "Speaking."

They are presented below:

1) Pronunciation

Pronunciation is the production of speech sounds for communication, and it is very important in communication. Kelly Fuadi et al. say that using stress and intonation inaccurately can cause the problem.

2) Grammar

Thornbury, in Fuadi et al., says that grammar is a description of the rules that govern how language sentences are formed. Furthermore, he says that grammar is a sentence-making machine. With grammar, the sentence is clear to have meant, so it is clear that students really need grammar to arrange a sentence in speaking.

3) Vocabulary

One can only communicate or express their ideas in both oral and written form effectively if they have sufficient vocabulary. Thornbury, in Fuadi et al., says that with grammar, there can be more ideas that can be conveyed, and with vocabulary, something can be conveyed. This is in line with Thornbury in Ahmad Fuadi et al., who says that you can say very little with grammar, but you can say almost anything with words.

h. Teaching Speaking

A teaching activity can be interpreted as a process of verbal interaction between teachers and students carried out to convey knowledge. According to Brown (2000: 7), "Teaching is guiding and facilitating learning,

enabling learners to learn, setting conditions for learning".³² Speaking skills become one of the English skills that students must master because it allows students to communicate quickly and also makes it easier for students to convey their feelings or ideas verbally, which is why teaching students speaking skills is essential. This is supported by Richard (2008:19). Mastering English speaking skills is a priority for many second or foreign language learners. Teaching speaking is a challenging and not simple thing to do. In this case, some teachers in teaching speaking sometimes encounter some difficulties.³³ The difficulties, for example, may be caused by the use of poor learning strategies, lack of learning facilities, lack of competence in delivering teaching materials and so on. All general problems of speaking teaching need to be addressed, related to the problem; of course, speaking teaching requires good strategies, good material, good facilities, and good teachers as well. In other words, teachers, facilities, and materials will have a significant role in determining the success of teaching speaking. Christine and Burn (2012: 6) say "Success in the development of speaking a second language depends as much on the teacher and the material as it does on the learners themselves".³⁴

Teaching is also the act of presenting information to students in a way that provides understanding, retention, and the ability to develop outside knowledge or skills to proceed to higher levels of learning and various other aspects of life. The purpose of teaching speaking skills today is communicative efficiency. In the communicative language teaching model,

³² Brown, "Prinsip Pembelajaran dan Pengajaran Bahasa."

³³ Pemberton, *Teaching and Researching Listening*.

³⁴ Astika et al., "Kesulitan Yang Dialami Mahasiswa Dalam Berbicara Bahasa Inggris."

teachers help their students develop knowledge by providing authentic practices that prepare students for real-life communication situations. Teachers help their students develop the ability to produce grammatically correct and logically connected sentences appropriate to specific contexts and the use of comprehensible pronunciation. Therefore, teaching techniques should be focused on student participation, and the teaching and learning process should attract students so that they will be motivated to learn actively in class. Therefore, each teacher should create new conditions and a different sense of style for students. English teachers continue to teach speaking not only as memorizing English grammar or structures but as teaching speaking is essential to improving learners' communication skills. To achieve speaking skills, the teacher should make the teaching and learning process more exciting and organized to make students active and enthusiastic; if a teacher teaches well, then students will also learn well. In teaching speaking, teachers should improve students' communication skills because it can help students to express ideas, knowledge, and information to others. A Successful teacher can present the material easily without obstacles and be accepted by their students. According to Nunan (2013), there are five principles for teaching English.³⁵ They are:

- a. Speak English in classroom..
- b. Give students practice with both fluency and accuracy.
- c. Create opportunities for students to talk by using groupwork or pairwork.
- d. Plan speaking task that involve negotiation for meaning.

³⁵ Nunan, "Practical English Language Teaching."

e. Design classroom activities that involve guidance and practice.

B. Previous Research Finding

The following are previous studies that are relevant to this research. The first is the journal research conducted by Yulia Wiji Astika , Siti Rahmiati, Teta Wismar and Dyah Puji Astuti (2017) entitled Difficulties Students Experience in Speaking English. The previous study discussed about college students' difficulties in speaking, barricade factors on college students' difficulties in speaking, and effort to solve the problem in speaking. The conclusion of the article showed that the college students' difficulties in speaking were afraid to do mistake, they did not have confident, limited time in using English, low vocabulary, pronunciation, and grammar, their quantity in speaking learning, and their psychological factor. Then, the barricade factors on students' difficulties in speaking were inability in speaking, there was no motivation, the college students felt shy and did not have willingness to speak, they usually used mother tongue, less of assignment that was given to them, difficult topic, lecturer taught seriously, and less of using English in class by them. Meanwhile, the efforts to solve the problems in speaking were gave suggestion for the college students in order they felt confident in class, created friendship and revived good atmosphere in class, found good strategy so that they were able to communicate each other, considered that speaking English was a good way to build their confident to speak, important for future, and used cooperative learning, games, and KWL methods in speaking.³⁶

³⁶ Astika et al., "Difficulties Students Experience in Speaking English."

Alvin Nadzirotunnuha (2017) entitled *The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko* analyze what are the students' problems on speaking skill at SMP Islam Darussalam Dongko, and to know what will the teacher do to solve the students' speaking problems at SMP Islam Darussalam Dongko. The result showed that students faced speaking problems. Based on the result showed that 56% students sometimes and 20% students often face inhibition, 54% students sometimes and 11% students face nothing to say, 51% students sometimes and 36% students often face low or uneven participation, and 35% students sometimes and 42% students often face mother tongue use. It showed that the common problems' on speaking was mother tongue use especially on the aspect of students feel that mother tongue is easier. This problems caused the other speaking problems happened, like inhibitions, nothing to say, and low or uneven participations. Based on the problems, the teachers have some ways to solve the speaking problems. For inhibition, the teacher asked the students to feel confidence when they doing speaking by giving reward. For nothing to say, the teachers give the topic that suitable to the students and give the base concept at the beginning of learning. For low or uneven participation, the teachers give the same opportunity to all students and make a small dynamic group. For mother tongue use, the teacher the teachers habituating the students to speak English, don't give too difficult and too many topic, and change the students' mindset that English is not difficult.³⁷

³⁷ Nadzirotunnuha, "The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko."

The third one is the research by Zulfitri and Nurlaili (2020) entitled *An Analysis Of Factors That Affect The Difficulty Of Speaking English In English Education Students UMN Al – Washliyah Medan, Academic Year 2019-2020 (Analysis Of Psycholinguistic Studies)*. The Aims of this research is to find out the causal factors that influence the difficulty of speaking in English in students in the English Study Program, Faculty of Teacher Training and Education. And The result of this study indicate, there are eight factors that affect the low English language proficiency of English Language Study Program students, Faculty of Teacher Training and Education in the Academic Year 2019/2020. The eight factors are the low level of vocabulary, the lack of English speaking themes, the weak mastery of English grammar, the influence of mother tongue, the pressure in English, motivation to learn, lecturers' teaching methods, crossing Indonesian culture with English.³⁸

The fourth one is a journal by Fatimah, Sri Wahyuni, dan Hijjatul Qamariah (2021) entitled *An Analysis Of Students' Difficulties in Speaking a Descriptive Study at Second Grade Year Students OF SMPN 1 Baitussalam*. The purpose of this study was the researcher want to know about students' difficulties in speaking d to know students speaking ability at SMPN 1 Baitussalam. the researcher found two factors to students' difficulties in speaking: linguistic and nonlinguistic aspects. In term s f linguistic factors are grammar, vocabulary, and pronunciation. The students speaking English do not base on base. They do not understand the use of the verb in s the tenses. The use of gruse in their speaking is still incorect. Incorrect students'

³⁸ Zulfitri dan Nurlaili, "An Analysis Of Factors That Affect The Difficulty Of Speaking English In English Education Students UMN Al – Washliyah Medan, Academic Year 2019-2020 (Analysis Of Psycholinguistic Studies)."

difficulties with the English word's pronunciation, Because they do not know spelling English. In English, spelling and writing are different because English has a specific sound. The students are lack in mastered the vocabulary in speaking. The students are anxious when they were speaking for a long time because of the lack of speech. Simultaneously, students' difficulties in communicating in nonlinguistic factors are less self – confidence, motivation, and environment. The students are less self – confident in speaking. .they are afraid of wrong when speaking English and fearful of laughing by their friend. The students' motivation in speaking learn differently. Some students' motivation in speaking learning and some students do not understand the reason in education speaking. The last student difficulty in speaking is the environmental effect. The students still lack practice in English because they feel shy when English speaking and Their environment used their mother language in daily life.³⁹

The last is a journal by Ismi Azizah, Drs. H. Sahuddin M.A, and Ni Wayan Mira Susanti, M.A (2016) entitled "An Analysis of Student Difficulties in Speaking English: A Case Study in Eleventh Grade Students in MA Al-Muslimun NW Tegal School Year 2015/2016" looking for money difficulties faced students speaking in English and looking for factors that contribute to the difficulties students face when speaking in English. An example of this study is all eleventh graders in MA Al-Muslimun NW Tegal using the population example technique. Based on the research findings of this study results show that: (1) students' difficulty speaking in English is 92.6% of

³⁹ Fatimah, Wahyuni, dan Qamariah, "an Analysis of Students Difficulties in Speaking a Descriptive Study At Second Grade Year Students of Smpn 1."

students have limited vocabulary, 85.2% tension 72.2% of students are afraid of making mistakes and 72.2% of their grammar and 68.5% of students have limited flexibility, (2) factors that contribute to students' difficulty speaking in English are that students prefer to speak in sasak rather than English, they are lazy to read and learn new words, they have no motivation and the way the teacher teaches them is also one of the factors that causes students to face difficulty speaking in English.⁴⁰

From several previous studies there are similarities in research. The similarity of the previous studies in general is to analyze the difficulties of students in speaking English. The difference is that the research focusing on the language problem of the students' problem in speaking English, while the other researchers did research focusing on the psychological problem of students speaking English problem. Thus, researchers will try to describe the two aspects are psychological problem and linguistic problem.

D. Theoretical Framework

Speaking is pronouncing articulation or sounds or words for expressing, stating, and delivering thoughts, ideas, and feelings. So, speaking is one of the important things in the language learning process, either as a foreign or second language. A foreign language learner will experience difficulties in the learning process, such as grammar, pronunciation, vocabulary, and psychological aspects.

⁴⁰ Azizah, M.A, and Ni Wayan Mira Susanti, "An Analysis of Student Difficulties in Speaking English: A Case Study in Eleventh Grade Students in MA Al-Muslimun NW Tegal School Year 2015/2016."

The researcher wants to analyze students' difficulties in speaking English based on linguistic obstacles and psychological problems. Besides, the researcher also wants to analyze the teacher's effort to overcome it so that the researcher hopes that the research can be used to apply the same effort to the speaking difficulties in linguistic and psychological aspects.



CHAPTER III

RESEARCH METHODS

A. Research Design

1. Research Approach

In this study, the researchers that uses is a research method with a qualitative approach. Where the definition of qualitative research is research that departs from naturalistic inquiry whose findings are not obtained from statistical calculation procedures. Qualitative research seeks to uncover various uniqueness contained in individuals, groups, communities or organizations in everyday life in a comprehensive, detailed, deep and scientifically accountable manner. Qualitative research works in a natural setting, which seeks to understand, give interpretation to phenomena seen from the meaning that people give them. Qualitative research involves the use and collection of a variety of empirical materials (case studies, personal experiences, insropections, curriculum vitae, interviews, observations, historical texts, interactions, and visuals) that describe routine and problematic moments and their meaning in individual and collective life. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject(for example: behavior, perception, motivation, action, and so on) holistically and by means of description in the form of words and language, in a special natural context and by utilizing various natural methods.⁴¹

⁴¹ Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*.

A qualitative approach is expected to be able to produce an in-depth description of speech, writing, and / or observable behavior of an individual, group, society, and or a certain organization in a certain context setting that is studied from a complete, comprehensive, and holistic point of view. Qualitative research aims to gain a general understanding of social reality from the perspective of participants. This understanding is not determined in advance, but is obtained after analyzing the social reality that is the focus of the study. Based on this analysis, conclusions are drawn in the form of a general abstract understanding of reality.⁴²

2. Type of Research

The tye of research that use by the resercher in this study is descriptive qualitative. Descriptive research is a type of research used to describe the characteristic of a population through collecting for answering a wide range of “what, when, and how” question related to that particular population or group.⁴³



⁴² Basrowi dan Suwandi, *Memahami Penelitian Kualitatif*.

⁴³ “Descriptive Research Study.”

B. Location and Time of Research

1. Location

The location of the research is at MTsN 2 Ponorogo. The subjects in this research are the students at the seven grade of ICP students at MTsN 2 Ponorogo. MTsN 2 Ponorogo is one of the MTs in the Ponorogo Province which excels in various academic and non-academic fields. This school also has a good program. This research was carried out based on adjustments to the chosen topic, which previously the researcher made observations first. The researcher chosen this location as following: there are still many students that can't improve their speaking skills there, and the location is reachable and strategic.

2. Time of Research

This research was conducted for 3 months starting in february to April. This research was conducted on the International Class Program.

C. Data and Data Source

According to Lofland the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. In this regard, the types of data are divided into words, actions, written data sources, photos and statistics. The words and actions of the people observed or interviewed are the main data. The main data source is recorded through written notes or through video/audio tape recording, photo or film capture. The recording of the main data sources through interviews or participating

observations is the result of a combined effort of observing, hearing, and questioning activities. The types of data that will be used in this study are:

a. Primary data source

Primary data is data that is processed by an organization or the individualization of its object. This primary data is obtained from the results of interviews, observations, and questionnaire. The primary data in this study will be the teacher of English subjects and the ICP students in grade eight at MTsN 2 Ponorogo.

b. Secondary data source

Secondary data is data obtained indirectly or through other parties in the form of historical reports that have been compiled in published archives or in finished form, have been collected and processed by other parties (Santoso and Tjiptono 2011). The secondary data in this study include:

- ICP Profile in MTsN 2 Ponorogo
- Student data and ICP English teacher data in MTsN 2 Ponorogo
- Some documents relating to this study.

D. Data Collection Procedures

Qualitative data collection procedures are steps that must be followed by researchers in obtaining the required data. The steps for collecting data include limiting the research, determining the type of qualitative data collection, and designing a data recording effort so that valid research data is obtained. This study uses data collection procedures, namely by interview, observation and questionnaire techniques.

The first data collection procedure is by observing the object of research. The steps are as follows:

- Prepare observation instruments.
- Make direct observations in class while learning process, both observing teachers and students.
- Write down the results of observations.

The second data collection procedure is by interviewing informants. The steps are as follows:

- Prepare interview instruments.
- Conducting interviews with seven grade students of ICP class as a key informant.
- Conducting interviews with seven grade of ICP English teachers as the main informants.
- Conducting interviews with Head of ICP at MTsN 02 Ponorogo as supporting informants.
- Write down the results of the interview.

The third data collection procedure is questionnaire that is used as valid evidence by researchers in data collection.

The steps of the data collection procedure with questionnaire are as follows :

- Prepare questionnaire instruments.
- Conducting questionnaire with seven grade students of ICP class as a key informant.
- Write down the result of the questionnaire

E. Data Collection Technique

1. Interview Techniques

An interview is an activity carried out to get information directly by asking questions to the source (informant or key information) to get in-depth information. Interviews can be conducted face-to-face or by phone.⁴⁴ An interview is a question and answer conducted orally between two or more people directly with a specific purpose. The conversation was carried out by two parties, namely the interviewer the party who asked the question, and the interviewee or the party who provided the answer to the question.⁴⁵ In this study, interviews are conducted by researchers as interviewers and ICP students of 7th grade and English teacher as interviewers who will provide the information needed regarding the topics discussed in this study. The researcher does interview to one by one student. The researcher used open ended question, so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings.

2. Observation Techniques

Observation has more meaning than just a data collection technique. However, in this context observation is focused as an effort by researchers to collect data and information from primary data sources by optimizing researchers' observations. Observation is one of the data collection techniques carried out through observation with the systematic recording of the symptoms or objects under study.⁴⁶ The observation made at the school during the learning process. In this study, researchers observe the research

⁴⁴ Indrawati dan Yaniawati, *Metodologi Penelitian*.

⁴⁵ Hardani, S.Pd. dan Dkk., *Metode Penelitian Kualitatif & Kuantitatif*.

⁴⁶ Ibid.,123

objects to reach the objective of the study. The data taken from the observation are the learning process in the class, the condition of the teacher and students, the method used by the teacher. In this observation, The researcher describe about ICP students difficulties in speaking skills in 7th grade students at MTsN 2 Ponorogo. The researcher directly observes about ICP students difficulties in speaking skills at MTsN 2 Ponorogo.

3. Questionnaires Techniques

Another method of collecting data presented to research subject is through a questionnaire. Questionnaire is a list of question written on paper that are intended to be observed as research problem. The subject presented with a series o question, and they returned with multiple responses. In this study, the researcher used close ended because thus type can help the researcher easier to collect the data.

F. Data Analysis Technique

Data analysis in qualitative research, carried out at the time of data collection takes place, and after completion of data collection for a certain period. At the time of the interview, the researcher had already conducted an analysis of the answers of the interviewee. If the answers interviewed after analysis feel unsatisfactory, then the researcher will continue the question again until a certain stage, obtaining data that is considered credible. Miles and Huberman, stated that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Data analysis activities are data reduction, data display, and conclusion arawing verification. Which will be explained as follows:

1) Data Reduction

Reducing data means summarizing, choosing basic rights, focusing on the things that matter, looking for themes and patterns and discarding unnecessary ones. Thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out the next data collection and search for it when necessary.⁴⁷ In reducing data, each researcher will be guided by the goals to be achieved. The main objective of qualitative research is on the findings. Therefore, if the researcher in conducting research, finds everything that is seen as foreign, unknown, does not have a pattern, that is precisely what should be paid attention to in reducing data.⁴⁸

2) Data Display

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The most often used to present data in qualitative research is with texts of a narrative nature. By displaying data, it will make it easier to understand what is happening, plan the next work based on what has been understood.⁴⁹

3) Conclusion Drawing / verification

The third step in qualitative data analysis according to Miles and Huberman is the drawing of verification data conclusions. The preliminary conclusions put forward are still temporary and will change nils no solid evidence is found to support it at the next stage of data collection. But if the conclusions put forward at an early stage, are supported by valid and

⁴⁷ Sugiono, *Memahami Penelitian Kualitatif*.338

⁴⁸ Sugiono.339

⁴⁹ Sugiono.341

consistent evidence when researchers return to collecting data, then the conclusions put forward are credible conclusions. Thus the conclusions in qualitative research may be able to answer the formulation of the problem formulated from the beginning, it may not be, because as has been stated that the problem and problem formulation in qualitative research is still temporary and will develop after the research is in the field.⁵⁰

G. Data Validity Check

In this study the data credibility test was carried out to confirm the techniques used in the study. This study uses a triangulation technique. The triangulation technique is a data validity checking technique that gives researchers confidence that the data has been confirmed by sources, methods, theories, and among other researchers at different times. The triangulation technique is a combination of observation, interviews and documentation. The triangulation techniques used are source triangulation, technical triangulation and time triangulation. Source triangulation is used to test the credibility of data that has been obtained from various different sources.

Triangulation techniques are used to test data by checking data from the same source using different techniques. In this study the data obtained from interview techniques were checked again with observation or documentation techniques and vice versa. Time triangulation is a test of data validity by confirming data that has been obtained at different times. The data obtained after collecting data at MTsN 2 Ponorogo is checked again at a different time. So that from the three data checking techniques, the data

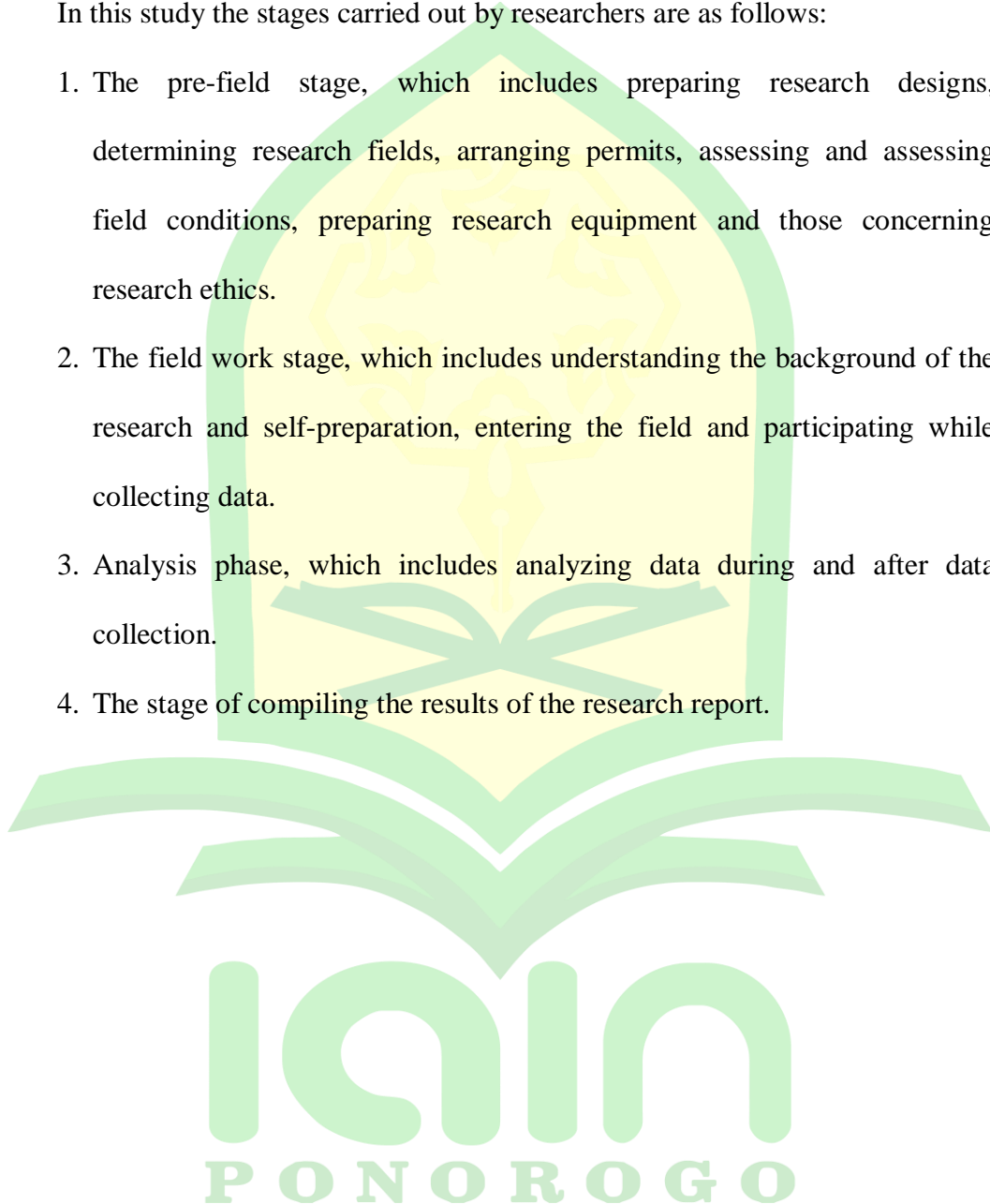
⁵⁰ Sugiono.345

obtained related to ICP students Difficulties at MTsN 2 Ponorogo can be said to be credible.

H. Research Procedure

In this study the stages carried out by researchers are as follows:

1. The pre-field stage, which includes preparing research designs, determining research fields, arranging permits, assessing and assessing field conditions, preparing research equipment and those concerning research ethics.
2. The field work stage, which includes understanding the background of the research and self-preparation, entering the field and participating while collecting data.
3. Analysis phase, which includes analyzing data during and after data collection.
4. The stage of compiling the results of the research report.

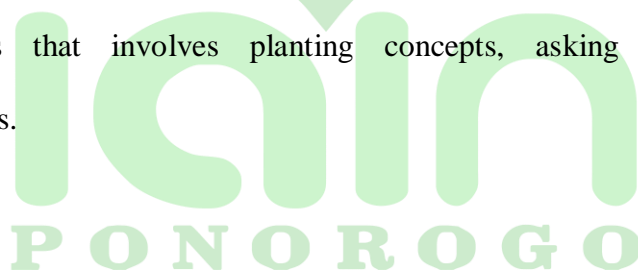


CHAPTER IV

FINDING AND DISCUSSION

A. General Data Description

The international class program is an innovative program from MTsN 2 Ponorogo aimed at developing students' abilities. ICP was established in January 2021 in collaboration with UM Malang. Although it has only been established, ICP has become a flagship program in the madrasah. In this program, students receive more adequate facilities in developing their abilities. In this learning, ICP uses the national curriculum and the Cambridge curriculum. In the implementation of student semester exams, this program uses the national curriculum, while exams in certain months use Cambridge exams, which then students get a certificate bridged by UM Malang. Because it is an international program, ICP in learning uses English. Learning tools for English-speaking subjects designed by English teachers, competency standards, and basic competencies follow the learning objectives. Learning materials have been entered according to learning indicators, where learning materials are described, including the interaction between the teacher and the participants that involves planting concepts, asking questions, and assignments.



B. Spesific Data Description

The researcher displays and describes the data from the observation, questionnaires, and interview results in the data description. The researcher obtained data on the student's difficulties during the classroom learning. To confirm more about student difficulties, the researchers conducted in-depth interviews with students and distributed questionnaires to students. The last data is regarding the teacher's effort to overcome the difficulties experienced by the students when speaking English. The researcher collected data through interviews with English teachers.

1. Difficulties of Speaking skills

The researchers made observations, questionnaires, and interviews to find data related to the student's difficulties in speaking. Two types of student difficulties are experienced by the students, namely linguistic obstacles and psychological problems. Both of these difficulties have components, namely vocabulary, grammar, and pronunciation, for linguistic obstacles, while psychological problems such as anxiety, lack of confidence, and lack of motivation.

Based on the researcher's observation during the learning process, researchers found that students showed that they had difficulties in speaking English. Here, the result of observing during the learning process shows that students had difficulty speaking English. It can be seen in the table below:⁵¹

⁵¹ See the appendix : Observation

Table 4.1 Observation of Students Difficulties in Speaking English

No.	Statement Item	Yes	No	Note
1.	Students have difficulty to speak English because of limited vocabulary.	√		Students still think for a long time when asked and told to answer using English and ask the teacher the word he wants to say.
2.	Students have difficulty because of struggle in grammar when they wants to speak.	√		Students say sentences that do not match grammar when they speak spontaneously.
3.	Students say the wrong word when speaking practice.	√		Students pronounce words with improper pronunciation when they present their assignment about "My Favorite Sport"
4.	Students have anxious when speaking practice.	√		Students panic when told to come forward and speak in a low voice when presenting their work.
5.	Student does not confidence when speaking practice in front of the class.	√		Students still have to be persuaded when it comes to presenting in front of the class.
6.	Students have a desire to practice speaking.	√		Students still carry out their duties to always speak English even though it is not maximum.

The table above shows that the students were experiencing difficulty speaking English even though they were in the International Class Program. The researchers conduct questionnaires and interviews to support the data that researchers get from observation. The questionnaire was distributed to the 7th grade of the ICP class and also for the interview.

The results of the questionnaires and interview are presented as follow :

a. Linguistic Obstacle

Linguistics is the study of language or linguistics. Linguistics is commonly defined as the 'science of languages' or 'the scientific study of language'.⁵² Meanwhile, according to Kridalaksana: 23, linguistics is a science that studies, studies, or examines the nature and ins and outs of language, namely language in general that humans have as a communication tool that is scientifically investigated. Linguistics has three components: vocabulary, grammar, and pronunciation. Linguistic obstacles are problems that result in students needing more specific abilities. Several linguistic obstacles affect students in speaking, such as students needing more vocabulary, more grammar ability, and better pronunciation.

- Limitation in Vocabulary

The first difficulty is vocabulary. Vocabulary is a word or individual word or set of words with specific meaning. While in the learning process, the students don't talk too much as they talk in Bahasa because they are not mastering much vocabulary. Thus, the student's limited vocabulary in the seventh grade ICP class at MTsN 2 Ponorogo can be seen in the table below:

Table 4. 1 Limitation in Vocabulary

Classification	Frequency	Percentage
Yes	18	78,3%
No	5	21,7%
Total Respondent	23	100%

⁵² Oviogun dan Veerdee, "Definition of language and linguistics: basic competence."

The Table above shows that 18 students answered “yes,” and five students answered “no”. It means that almost all the students have been experiencing difficulty in vocabulary because they have limited vocabulary. It also supported the data by interviewing some students in the class.

Based on interview with the students at ICP class in 7th grade, the student named FK, she said that :

“ I only speak in English when learning English in the class, because I dont know much vocabulary in English yet.”⁵³

According to the student's explanation, they need help understanding how to make sentences when speaking English very well. NS also made the same statement; She said that :

“I didn't know much and memorized vocabulary so I only spoke in English when I in the class while learning process.”⁵⁴

From the interview with the students, the researcher can conclude that the students have limitations in mastering vocabulary. Vocabulary is the word they must say when they want to speak. In this case, they must have a lot of vocabulary mastery to communicate successfully. When they speak, they get stuck due to limited vocabulary, so the message could be delivered better to the listener or interlocutor. So, if they want communication to go well, the learner must master a lot of vocabulary.

- Limitation in Grammar

The second difficulty is grammar. Grammar is the sentence structure and format that English learners must learn. Penny Ur said that grammar is

⁵³See the appendix/ Interview/FK/30-03-2023

⁵⁴See the appendix/ Interview / NS/30-03-2023

defined as a word that is put together to make a correct sentence; it does not only affect how the units of words are combined to make a correct sentence but also affects their meaning. When speaking in English, they must pay attention to grammar structure according to the provisions of the formula. If the learners follow the rules, they will understand what they say. It also triggers students to speak English properly..

The responses of the seven grade of ICP class at MTsN 2 Ponorogo about limited ability in grammar can be seen in table below :

Table 4. 2 Limitation in Grammar

Classification	Frequency	Percentage
Yes	20	87,0%
No	3	13,0%
Total Respondent	23	100%

Table 4.3 shows that most students need help speaking English properly and correctly due to their limitations in mastering grammar. The English teacher in this class, when interviewed by researchers, also said that :

*"Students in this class are actually good on the grammar writing test, but when applying it when speaking, it is difficult. But that doesn't really matter to me while they are still trying to get it done."*⁵⁵

Based on the data that the researchers got by interviewing students of the 7th-grade ICP class at MTsN 2 Ponorogo, the students experienced difficulties in speaking English, especially in grammar, because of their limited ability in grammar. AM said that :

*"I have troubles on grammar, I can receive the material if the teachers explain it but when I tried to use it I got stuck."*⁵⁶

⁵⁵ See the appendix /Interview/Teacher/30-03-2023

Another student named FT said that :

“ I found it difficult when it came to composing words according to grammars formulas.”⁵⁷

From the interview with students, the researcher can conclude that most students have grammar limitations when they speak in English. This can trigger the emergence of difficulties that they will experience when they want to speak in English.

- Limitation in Pronunciation

All the people around the world have a connection with the English language as a global language. So, foreign language learners must speak English naturally like a native speaker. Each English word has a characteristic of the sound, so they have to master it well. Furthermore, it can be good if the learners can speak like a native speaker. The table below shows the percentage of students who have difficulties in vocabulary.

Table 4.3 Limitation in Pronunciation.

Classification	Frequency	Percentage
Yes	12	52,2%
No	11	47,8%
Total Respondent	23	100%

The table shows that 11 students answered “no,” and 12 answered “yes.” The percentage of saying yes is more than 50 %. The researcher also provided another statement regarding the difficulties experienced by students with pronunciation. The result can be seen in the table below :

⁵⁶ See the appendix /Interview/AM/20-03-2023

⁵⁷See the appendix/ Interview/FT/20-03-2023

Table 4. 4 Limitation in Speaking English Fluently

Classification	Frequency	Percentage
Yes	9	39,1%
No	14	60,9%
Total Respondent	23	100%

From Table 4.5, it can be seen that the percentage of their non-fluency in pronouncing words when speaking English is 60.9%. It means that most students in this class still need help pronouncing words in English.

Table 4. 5 Difficulty in Expressing a Word

Classification	Frequency	Percentage
Yes	17	73,9%
No	6	26,1%
Total Respondent	23	100%

The table 4.6 shows that the percentage is very high; 73.9% of the students feel it difficult to say a few words in English.

**Table 4. 6 Limitation in Speaking English Clearly
in Front of the Class**

Classification	Frequency	Percentage
Yes	15	65,2%
No	8	34,8%
Total Respondent	23	100%

The results of Table 4.7 also show that the students' lack of fluency in pronouncing words in English is high, with a percentage of 65.2%. The researchers also conducted in-depth interviews with students to produce more valid data. Based on the interview with the seventh-grade students in the ICP class, the student was named CS. She said that :

“she always get in trouble with the pronouncation especially with the unfamiliar word and she also feels like, when she tried to speak, she doesn't get in the right pronoun the word.”⁵⁸

The other student named FF said that :

“she feels that pronouns are difficult because the difference between the spelling and pronoun and also she doesn't know how to pronounce some word.”⁵⁹

From the interview and questionnaire with students above, the researcher can conclude that even though they are in international class program. They still have difficulties about pronouncation in English speaking. The students have trouble how to pronounce the word it might because of the difference between writting and prounounciation in english so make their confused and not confidence to speak with. And also they lack of practice that makes improvements go poorly.

b. Psychological Problem

Psychological problems are the problem of their physical or emotional health. This psychological problem can harm students' speaking skills. In this case, self-confidence is the most important part. Over a million people have confidence problems that make them not know they can be positive thinking and something good.

- Anxiety

The first difficulty in Psychological problems in students' speaking skills was anxiety. *Anxiety* is a condition caused by negative feelings like frustration, self-doubt, apprehension, or worry about something. Based on the observation during the learning process. Researchers found that the students

⁵⁸ See the appendix/Interview CS/30-03-2023

⁵⁹ See the appendix/Interview FF/20-03-2023

felt anxious while presenting their assignments to the teacher. The responses of 7-grade students in ICP class at MTsN 2 Ponorogo related to anxiety experience when speaking English can be seen in the table below :

**Table 4. 7 Having a Problem to Speak English
without Preparation**

Classification	Frequency	Percentage
Yes	22	95,7%
No	1	4,3%
Total Respondent	23	100%

The table shows that almost 100% of students worry when speaking without a concept and preparatory. One of them does not have difficulty.

Table 4. 8 Having Low Self Confidence in Speaking English

Classification	Frequency	Percentage
Yes	17	73,9%
No	6	26,1%
Total Respondent	23	100%

The table above shows that 17 students answered “yes,” and six answered “no.” It means that the students were afraid that people would laugh at them if they made a mistake when they spoke in English.

Table 4. 9 Feeling Anxious to Speak English

Classification	Frequency	Percentage
Yes	14	60,9%
No	9	39,1%
Total Respondent	23	100%

From the table above, it can be seen that more than 50% felt anxious even though they had been well prepared.

Table 4. 10 Feeling Nervous when the Teacher Instructed to Use English.

Classification	Frequency	Percentage
Yes	12	52,2%
No	11	47,8%
Total Respondent	23	100%

All the statements from the table about the students having anxiety show that the most anxiety students experience is if they must speak without a concept and preparatory, and the students are afraid that people would laugh at them if they make mistakes when they speak in English. So, it can be concluded that the students of the ICP class in 7 grade at MTsN 2 Ponorogo experience anxiety when they speak in English, especially when they must speak in front of the class..

It is related with the statement from the student named CS.

*"I feel scared, I am worried about making mistakes such as mispronunciation and also affraid when I will be laughed at by my friends because my proununciation is bad."*⁶⁰

The same statement from another students named FF.

*"I often feels so nervous and anxious when I have to speak English to present my assigments or when I have to answer the question from my teachers using English and also I feel bad in arranging te words."*⁶¹

From the interview with the students above, the researcher can conclude that, in this case, the psychological problem negatively affected the seventh-grade students in the ICP class. They are anxious and afraid that they

⁶⁰See the appendix/ Interview/CS/30-03-2023

⁶¹ See the appendix/ Interview/FF/20-03-2023

will make mistakes when speaking English. In addition, they fear being laughed at and blamed for their mistakes..

- Lack of Confidence

The second problem is the student's psychological problems about needing more confidence. Self-confidence is a crucial part that must behave in a person's personality. Lack of confidence is one of the adverse effects that influence someone by not knowing their ability or skills. When doing observation, the researcher can indicate the lack of confidence in students' classroom learning activities, especially when doing presentations. The researcher conducted interviews and questionnaires with the students to support the facts found during observation. The responses to the questionnaire can be seen in the table below:

**Table 4. 11 Losing Self-Confidence After Making Mistakes
in Speaking English**

Classification	Frequency	Percentage
Yes	10	43,5%
No	13	56,5%
Total Respondent	23	100%

The table above shows that students who answered "no" were above 50%. It means they feel okay when their teachers or friends correct their mistakes. This is different from the results in the table below :

Table 4. 12 Embarrassed to Speak English in the Class

Classification	Frequency	Percentage
Yes	14	60,9%
No	9	39,1%
Total Respondent	23	100%

From the table above, it can be seen that more than 50% of students do not want to volunteer in the class. It means that the students still lack self-confidence even though they feel it is okay if teachers or friends correct their mistakes when speaking English.

Table 4. 13 Translating Words before Speaking

Classification	Frequency	Percentage
Yes	18	78,3%
No	5	21,7%
Total Respondent	23	100%

The table shows that more than 50% of students speak slowly because they always translate from Indonesian to English. It means that the students have yet to release themselves completely and are still trying to figure out what they know, so they choose to use Indonesian first in order to minimize the mistakes they will make. The Researcher conducted interviews with students to support the data from the observation and questionnaire.

The student named AM said :

“I am not confident when I should to doing presentation using English, cause I am not sure about my pronouncation and the grammatical. I am affraid my friend will be laugh at me and not knowing what I talked about.”⁶²

The other students named FK said :

“I was so embarrassed when I had to speak English especially with my friend during the learning or not. Because, I fell that my English was so bad.”⁶³

⁶² See appendix/Interview/AM/20-03-2023

⁶³ See appendix/Interview/FK/30-03-2023

Based on the interview with the seventh-grade students in the ICP class, the researcher can conclude the problem. It can be concluded that the student feels less confident in their English speaking skills and practicing it in their daily life.

- Lack of Motivation

Motivation is much needed in doing everything, including learning something. A learner needs motivation because it helps him or her in trying and developing his or her understanding of a new language. With motivation, learners want to succeed. Motivation in language learning is one of the crucial triggers to provoke or stimulate foreign language learning and help to sustain language. Teachers and students often perceive language learning motivation and significantly explain failure and success in language learning contexts. Teacher behaviors are crucial for students' regulatory motivation styles, and they can promote or suppress students' motivation to act or learn. The responses about the motivation from the students can be seen in the table below:

Table 4. 14 Find Difficulty to Speak Like a Native Speaker.

Classification	Frequency	Percentage
Yes	23	100%
No	0	0,00%
Total Respondent	23	100%

Table 4.16 shows that all students want to speak as fluently as native speakers, but they find it difficult. This can happen because English is a language that they do not use in their daily lives. They are still trapped by the factors of using their mother tongue, which second language learners

naturally experience. High motivation will help them overcome the problems they experience.

Table 4. 16 Limitations to Practice English

Classification	Frequency	Percentage
Yes	20	87,0%
No	3	13,0%
Total Respondent	23	100%

The authors found that students failed to master English language skills because they found it impossible, even though they are in ICP class and liked to study English. They give up easily and do not want to continue learning every time they fail to express their ideas, even in straightforward statements, even though they are relieved that if they learn more, they have more understanding. They need more confidence in the face of some obstacles they encounter in learning. From observations and interviews, the authors found that students said they felt embarrassed or lacked inner motivation to speak English due to fear of making mistakes. In this case, the students were too nervous when asked to speak. The feeling of making a mistake becomes a nightmare in speaking. It should be removed from their minds, and they should be motivated to be brave students to learn from their mistakes.

2. The teacher efforts in overcoming the difficulties experienced by the students in speaking English.

Speaking difficulties make students speaking skills not going well. So, it cannot be denied that a teacher plays a significant role in the success of student progress. Teachers must have their ways to overcome the difficulties

experienced by their students. In this case, the researcher interviewed the English teacher of the ICP class to find data related to the teacher's effort to overcome the difficulties experienced by the students in speaking English. From the result of the interview, the researcher found that the teacher effort used by ICP English teacher to overcome the student's difficulties used these five principles, which is described as follows :

a. Speaking in the classroom.

Teachers always try to provoke students to speak in English to create an English-speaking classroom atmosphere. This is done so that students are accustomed to dialogue or having daily conversations using English. This is related to statements made by teachers when interviewed by researchers :

“..... Through the habituation, so getting students used to saying that they must use English language anyway, for example, they say they have to use English starting from asking for permission, continue to want to ask about the material in class, for example, what does this mean, for example, like that, it must also use English.....

..... Then the student also has the name English Center that every Friday there is an ICP program tutoring English approximately 1 hour for habituation.’⁶⁴

From the transcript above, the researcher found that the teacher always communicates using English to students so they know they are in English class. That way, it is hoped that students always desire to use English daily.

⁶⁴ See the appendix/Interview/Teacher/30-03-2023

b. Give students practice with both fluency and accuracy.

The students must practice it daily to speak fluently and accurately because practice makes perfect. Speaking with fluency and accuracy is very important so that when dealing with native speakers, what is said by students can be understood when the researchers ask the teacher about how the teacher gives the student practice to speak English fluently and accurately.

".....I always read every reading text in the book, then they repeat it after me like that for the pronunciation and sometimes students immediately read one by one so if there is a text they read it one sentence at a time, basically for one class, then I correct it and the students who others listen. then I corrected the wrong pronunciation".⁶⁵

From the transcript above, the researcher found that the teacher always communicates using English to students so that they are also used to doing it and justifying by translating what is wrong when students speak, which aims that later if students use the word, students can pronounce it correctly so that their English fluency skills increase.

c. Create opportunities for students to talk by using individual and groupwork or pairwork.

The teacher also creates opportunities to encourage students to speak through individual and group work or pairwork. The teacher tries to give tasks to the students, and then they must present their assignments in front of the class. The teacher used group work or pairwork for the students with the lower levels to encourage anxious students. Group work or pairwork can

⁶⁵ See the appendix/Interview/Teacher/30-03-2023

improve motivation and promote choice, independence, creativity, and realism (Pennington:1995). In the early world, research showed that students working in pairs get more individual talking time than students working in teacher-front classes.

d. Plan speaking task that involve negotiation for meaning.

The way of teaching speaking used by teachers to the students' difficulties is planning speaking task that involves negotiation of meaning is use of task. Negotiation for meaning is a process that speakers go through to reach a clear understanding of each other. The researcher asked a question to the teacher about it. The teacher answered that :

".....Yesterday, for example, one forward, I gave the material before, so let them all be ready, so if the material I think is quite difficult for the low child, then I give the material to take home, meaning they understand at home, so when tomorrow they have to move forward, they are ready, not from scratch like that, If the material is directly in class, yes, usually through the drill earlier after they know, at least they have provisions like that....."

So, it means that the teacher tried to make the students understand what they have to say so that others can clearly understand it. It aims to check with each other if they have understood what someone has said or talked about it.

e. Design classroom activities that involve guidance and practice.

To help the student's difficulties in speaking, the teacher designed the classroom activities to be more communicative. Teachers conduct intensive guidance, especially to students with less ability than their friends. The

teacher always invites communication by prioritizing the student to make the student more motivated to improve his ability to pursue his friends.

C. Discussion

In this section, the researcher discussed the data that have been examined. The focus of this discussion is on two research problem formulation proposed. The researcher discussed speaking difficulties experienced by students and also how teachers overcome these difficulties.

1. The students difficulties of speaking skills

Difficulty is a condition where students can not learn because of many things, such as ICP students and living in countries that are not used to using English in their lives. Of course, students experience difficulties, especially in speaking skills, even though they are in international classes. Speaking holds an important role in learning English; the purpose of speaking is that students can use English well when communicating.

Jeremy Harmer state the reason why everyone need to speak because They want to say something and they have some communicative purpose.⁶⁶

So, it cannot be effective if they have not mastered it well. In speaking activity, the researcher has found some difficulties that influence students speaking skills based on the questionnaires, observation, and in-depth interviews.

Based on the findings data result, the students have difficulty with vocabulary, grammar, and pronunciation limitations. Brown said that the

⁶⁶ Pratama, Erma Purwanti, dan Yeni, "the Factors of Students' Silence in the English Speaking Classroom Performance At Eleventh Grade of Smkn 1 Tembilahan."

component of language influence in speaking ability.⁶⁷ So, the language items including grammar, pronunciation, and vocabulary should be thought to the students in situations which will clarify their meaning. These items should be given clearly by the teacher. No matter how great an idea is, it cannot be effective if not communicated properly. In the data that previous researchers have displayed, it is clear that the difficulty experienced by seventh-grade ICP students in MTsN 2 Ponorogo tends to be high. Many of the percentage results tend to be high, which, of course, needs to be considered again by the teacher.

The researcher found the difficulties experienced by the students in vocabulary. From the questionnaire result, the percentage of students with limited vocabulary is very high, almost 80%. It means that limited vocabulary is affecting students' speaking skills in English. Richards also supports that vocabulary is one of the components of language that are crucial for learners to succeed in speaking skills. The researchers found that students' vocabulary is limited because they rarely memorize and have limited practice, which results in their abilities needing development. It also supports that learners will never be able to communicate properly and correctly when they do not have a good vocabulary. So, students' knowledge and memorization of vocabulary need to be improved.

In addition, researchers also found that students rarely practice and speak in English due to difficulty and confusion in pronouncing words. Kelly Fuadi et al. say that using stress and intonation inaccurately can

⁶⁷ Brown, "Prinsip Pembelajaran dan Pengajaran Bahasa."

cause the problem in speaking. The difference in writing and usage found in English words is the cause. Even when they learned how to pronounce it, their students had no confidence. It can be difficult for learners with different pronunciations of vowels and consonants in their mother tongue. It takes much practice until the learner can clearly say it so native speakers can understand it.

The researchers also found that students were limited in grammar as the students had difficulties in speaking English. This grammar problem also affects their speaking ability. Learners struggling with grammar also find it difficult to speak English properly and correctly. Thornbury supports that grammar is a sentence-making machine. With grammar, the sentence will be clear to understand. In this study, the researcher found that many students had difficulty with grammar, with a percentage of more than 80%. Their limitations on grammar are a trigger factor that makes it difficult for them to speak English. As a result, students must be even more active in memorizing formulas and rules in English grammar and practicing them to speak English fluently. From the explanation above, researchers found three difficulties for students with linguistic problems in speaking English. There needed to be more vocabulary, more ability in grammar, and better pronunciation. So, the teacher should refrain from using too much new vocabulary or grammar and focus on speaking in the students' language as naturally as possible. The teacher needs to provide feedback and correction but does not interrupt the flow of communication when the student is speaking or performing.

The next difficulty faced by students was Anxiety. This self-anxiety can cause learners various difficulties in giving appropriate responses in speaking activities. Anxiety is considered the most influential factor for students in English-speaking activities in class. This is usually negative and has an unpleasant impact if the level of Anxiety is high. The researchers discovered in this study that most students have Anxiety, which makes students afraid to speak English in front of the class. Horwitz in Juhana states that students who have anxiety do not feel comfortable when speaking, which affects their speaking performance.⁶⁸ They are anxious about making mistakes when speaking in front of the class. The teachers have to designate in advance so that their students want to come forward in front of the class, but even so, students take a long time to progress and try to speak English in class.

The next difficulty was a lack of confidence. Lack of self-confidence can comprise several aspects such as guilt, shyness turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistakes, depression, etc. Baldwin in Juhana states that speaking in front of people is one of the more common phobias for students who have shyness and lack of confidence.⁶⁹ When asked to come forward in front of the class, the students needed more confidence. They were afraid that they would make mistakes when they were speaking. Lack of self-confidence may bring the students into a threat of believing that they are not going to be good English speakers. This lack of self-

⁶⁸ Juhana, "Psychological factors that hinder students from speaking in English class (A case study in a senior High school in South Tangerang, Banten, Indonesia)."

⁶⁹ Juhana.

confidence also becomes a great problem that affects students speaking performance. It is difficult for students to master English speaking if they are not confident in their speaking ability.

The last difficulties were a lack of motivation. The data obtained by the researchers found that students already desire to learn more to speak English fluently. Zua adds that motivation is an inner energy that increase their study interest.⁷⁰ However, the difficulties experienced by students make students only practice at certain times so that their speaking skills are not optimal.

2. The teacher efforts in overcoming the difficulties of the students in speaking English

The efforts made by the teacher to overcome the students' difficulties in speaking skills are first by creating a class atmosphere like a language class. The teacher always invites students to speak English to get used to it. Moreover, later, it is expected that their skills will increasingly show progress. In addition to getting used to speaking in English, teachers also ensure they speak fluently and accurately. This is done by providing training to help students get used to speaking fluently and accurately. The teachers always give feedback when students make mistakes so that the problem of students' weakness in pronunciation can be solved.

The next effort is for the teacher to create opportunities for students to talk using individual and group work or pair work. With this, students will feel comfortable so that students do not feel stressed and anxious when

⁷⁰ Januariza dan Hendriani, "Students' anxiety in learning speaking."

getting tasks with a higher level of difficulty. In addition, this can also make students more confident. Furthermore, teachers also try to plan speaking tasks that involve negotiation for meaning so the learners can adjust to their level and become comprehensible. Moreover, it makes them understand their speech, and they will select the correct vocabulary and grammar rules, pronounce words carefully, and know between what they want to say and what they can say or between what they say and what other people say.

The last effort made by ICP seventh-grade teachers at MTsN 2 Ponorogo is to design classroom activities as comfortable as possible so that students when they encounter difficulties, do not hesitate to meet their teachers and ask for direct guidance from them. With teachers who can familiarize themselves and embrace struggling students it helps students overcome their difficulties. Teachers' guidance significantly affects their understanding and success in practicing their language skills. So, it cannot be denied that the presence of a teacher is very important in the success of his students. Harmer said that teachers should be able to hold themselves accountable as controllers, as a prompter that the teacher may be able to help them and the activity to progress by offering discrete suggestions to participants so the teacher can be good animators when asking students to produce language so this can be achieved when teacher setting up an activity clearly and enthusiasm. Also, as a feedback provider, the teacher can give helpful and gentle corrections that get students out of difficult

misunderstandings and hesitations. Everything depends upon the teacher's tact and appropriately on the teacher's feedback in particular situations.⁷¹



⁷¹ Yinger, "Learning the Language of Practice."

CHAPTER V

CLOSING

A. Conclusion

1. The difficulties were experienced by the seventh-grade ICP class at MTsN 2 Ponorogo are linguistic obstacles and psychological problems. Linguistic obstacles include students' limited vocabulary, students' limited ability in grammar, and students' poor pronunciation. And for psychological problems such as anxiety, lack of confidence, and lack of motivation. The main difficulties faced by most students are linguistic obstacles in vocabulary, grammar, and pronunciation. They want to memorize the vocabulary, practice grammar theory, and practice pronouncing words when they are in the class. The students need to be more active in speaking English because they are confused and find it difficult to pronounce words. The students did not know what they would say and felt that if they made a grammatical error, their teacher would say they made a mistake. Most of the students worry about making mistakes and feel anxious about performing their material. They fear being laughed at by their friends and criticized by the teacher if they make English speaking errors.
2. The effort uses by the teacher to overcome the difficulties experienced such as speaking in the classroom by creating a class atmosphere like a language class that expected them to use English. The teacher gave students practice with fluency and accuracy by always providing feedback on the student's mistakes, which expected the students to

speaking perfectly to overcome the linguistic obstacles. The teacher creates opportunities for students to talk by using group work or pairwork to expect them to feel comfortable, which makes them not stressed and anxious when getting a task with a higher difficulty level, which can make students more confident. The teacher planned a speaking task that involved negotiation for meaning that was expected to make them understand their speech and get the correct vocabulary, grammar, and pronunciation. The teacher's was to design classroom activities as comfortable as possible to affect their understanding and success in practicing their language skills. This principle was done by teachers in their effort to overcome the problems experienced by their students.

B. Recommendation

Based on the result of the study in this research, the researcher would like to give some suggestions to the students, the teacher, and other researchers, as follows :

1. The students

The students hope to improve their knowledge of English skills and always practice speaking English. Furthermore, the students should not be anxious, shy, and afraid of making mistakes when speaking English. So the students can increase their speaking ability and enjoy doing that.

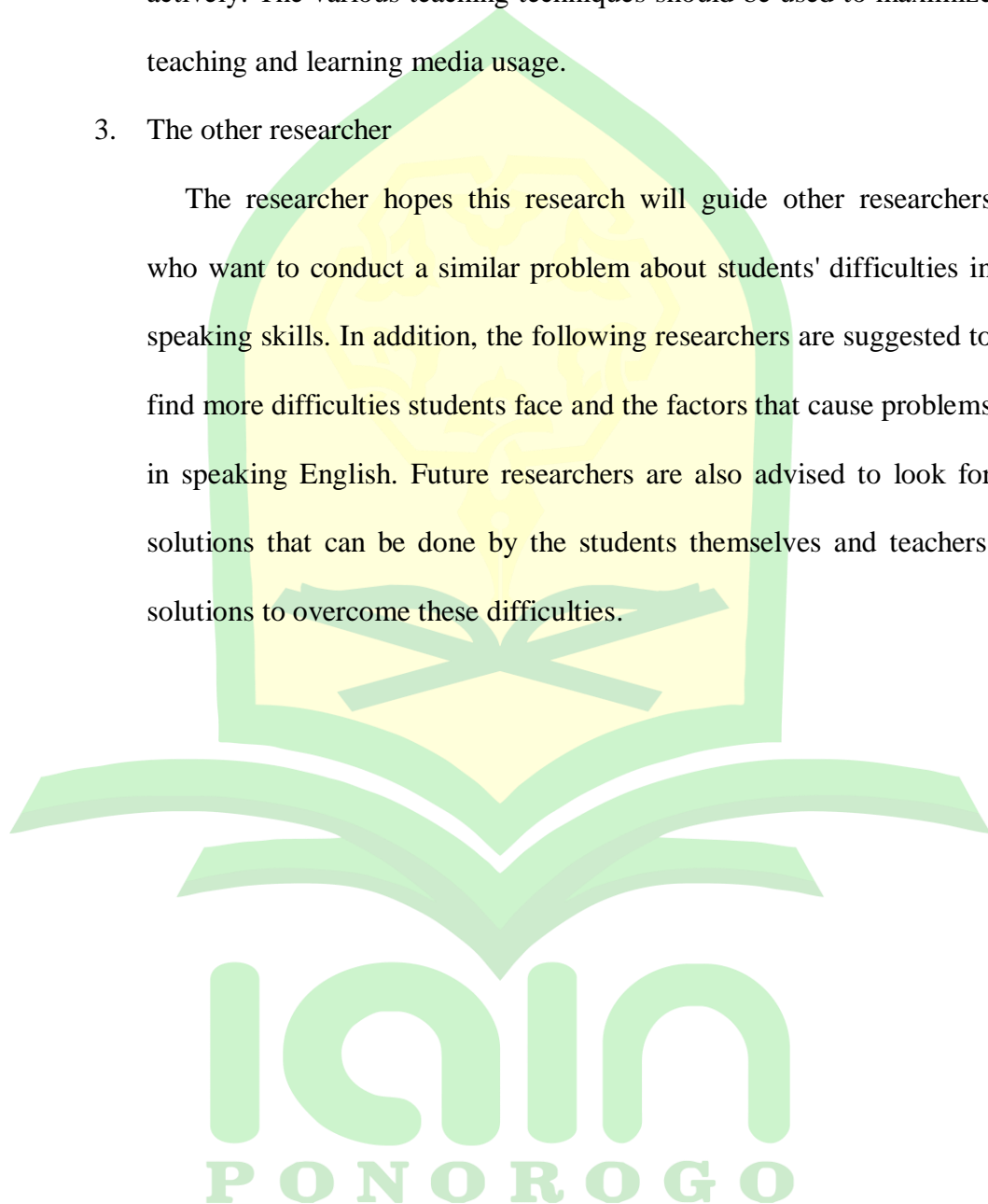
2. The teacher

The teacher hoped to give more variation methods when teaching speaking material. The teacher should try many ways to teach students

to speak English so the students feel excited and enjoy learning to speak English. The class should be more fun, and students should be centered so there will be more opportunities for the students to learn actively. The various teaching techniques should be used to maximize teaching and learning media usage.

3. The other researcher

The researcher hopes this research will guide other researchers who want to conduct a similar problem about students' difficulties in speaking skills. In addition, the following researchers are suggested to find more difficulties students face and the factors that cause problems in speaking English. Future researchers are also advised to look for solutions that can be done by the students themselves and teachers' solutions to overcome these difficulties.



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