STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT THE TENTH GRADE OF SMA BAKTI PONOROGO

THESIS

By:

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ABSTRACT

Damayanti, Chevin Erlia. 2024. *Students' Difficulties in Speaking English at the Tenth Grade of SMA Bakti Ponorogo*. *Sarjana's* Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dedi Hasnawan, M.Pd.

Keywords: *Speaking English, Speaking Difficulties, and Teacher Solutions*

Speaking is one of the four skills in English. Speaking has an important role in social interaction with other people to obtain or exchange information. In teaching and learning English, speaking is an important skill, because it requires more than just knowing grammar and vocabulary. Speaking is also not an easy thing for students, because they have to study hard if they want to speak fluently and have a good nderstanding of speaking. This is similar to tenth-grade students at SMA Bakti Ponogoro. The students experienced difficulties in speaking English. Therefore, they have to practice and learn more about vocabulary and pronunciation.

The objectives of this study were to (1) Find out the students' difficulties in speaking English at the tenth grade of SMA Bakti Ponorogo, (2) Find out the teacher's solution to overcome the students' difficulties in speaking English at the tenth grade of SMA Bakti Ponorogo. To analyze those problem, the researcher adapted the theory of Penny Ur and Juhana.

This research used qualitative approach and used the descriptive qualitative design. Researcher used observation checklist and transcripts interviews of students' and teacher. In the research, the researcher used non-participant observation, the researcher is only an observer. Participants came from tenth grade students and tenth grade English teacher at SMA Bakti Ponorogo. For data analysis, researcher used Miles and Huberman with data collection, data condensation, data display, and drawing concluding/verification.

Based on the results of research in the tenth grade of SMA Bakti Ponorogo, researcher found that students' difficulties in speaking included such as: lack of vocabulary, lack on pronunciation, poor in grammar, fear of mistakes, and shyness. To overcome these difficulties, teacher have several solutions, including using group work, repetition techniques, increasing students' concentration, and creating a warm, comfortable, and relaxed atmosphere when teaching.
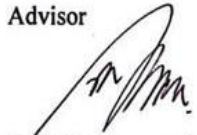
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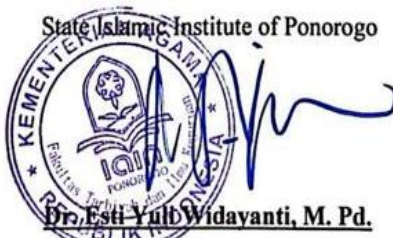**Dedi Hasnawan, M.Pd**
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I. hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, and plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 13th May 2024

Sincerely,

Chevin Erlia Damayanti

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CHAPTER I

INTRODUCTION

A. Background of the Study

Considering the importance of mastering a foreign language, especially English, learning English is a must. English is one of the most important subjects in schools in Indonesia.[1] It can be said that English is the second language that must be mastered after Indonesian. Like any other language, English consists of several basic skills. There are four basic English skills, namely: listening, speaking, reading, and writing. Having this ability is very important to understand and communicate well in English. Harmer stated that English must be mastered in four basic skills including listening, speaking, reading, and writing. Writing is a productive skill while reading and listening are receptive skills.[2]

One of the most important language skills for students is speaking. This is because through speaking, students can express their opinions, ideas, feelings, and responses to other people's conversations. Speaking is one of the language skills used to communicate in everyday life.[3] This means that speaking is an activity that involves two or more people carrying out two-way

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[1] Ahmad and Riyaz Syaik, *"Importance of English Communication Skills",* International Journal Of Applied Research, Vol. 2, Issue. 3 (2016): 478-480, ISSN 2394 – 7500.

[2] Nety et all, *"Students' Self Confidence in Speaking English".* English Education Journal, May 15 (2020), 8–16. https://doi.org/10.55340/e2j.v6i1.284.

[3] Aulia et all, *"Self-Confidence and Speaking Skills for Lower Secondary School Students: A Correlation Study.",* Journal of Languages and Language Teaching, (2022) no. 4.

communication. As language learners, EFL students are required to have speaking ability, which is claimed to be one of the most important English language skills. If students have good speaking skills, they can convey ideas and maintain social relationships by communicating with others. Some students believe that learning the basics of English is the result of effective language learning. Additionally, they can share knowledge with others through in-class communication and presentations with classmates.

Speaking ability in English is a person's ability to pronounce words, sentences, and discourse correctly and clearly. This is one of the most important communication skills as it allows a person to interact and communicate verbally with others. According to Chaney and Burke, speaking is the process of building and sharing meaning through the use of verbal words and non-verbal symbols, in various contexts. The skill is acquired through much repetition; this is essentially a neuromuscular process and not an intellectual one. Consists of competence in sending and receiving messages.[4] Based on the explanation above, speaking means conveying ideas, opinions, notions, or feelings to other people using words or sounds. Brown states that speaking is a productive skill that can be observed directly and empirically and that observation participants are always tested for the authenticity and effectiveness of their listening skills.[5]

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[4] Chaney, A.L. and Burke T.L, *"Teaching Oral Communication in Grades K-8. Boston"*: Allyn and Bacon (1998).

[5] H. Douglas. Brown, *"Teaching by Principles An Interactive Approach to Language Pedagogy"*, New York: Pearson Education (2001).

He further explained that speaking is a person's ability to produce language that is meaningful and can be understood by others about what they say.

Students must master many aspects of the language, including pronunciation, grammar, and vocabulary. Students who are more active in speaking will also acquire better-spoken language. Therefore, every school must learn how important speaking is.[6] However, many EFL students say they cannot speak English well. They consider speaking to be a rather challenging skill to master. Students may also be very good at other English languages, but most of them will face mental problems when trying to speak a foreign language. Students make every effort to learn English and try various ways to improve their speaking skills.

Speaking English is not easy, and many factors make it difficult to talk. Speaking in English is a difficult task to understand the language and have good grammar and vocabulary, but there still seems to be a lack of vocabulary when speaking.[7] Usually, students have difficulty learning English and have difficulty composing several sentences, especially long sentences. To communicate with other people smoothly, students must be able to speak English well. In Indonesia, students do not use English in their daily activities.

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[6] Baiq Suprapti Handini et al., *"An Analysis on Students' Difficulties in Speaking," Humanitatis : Journal of Language and* Literature 7, no. 2 (July 3, 2021): 187–92, https://doi.org/10.30812/humanitatis.v7i2.1248.

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

Students often make mistakes when giving speeches. They sometimes hesitate, then pause in the middle of a sentence to think about what words to say next. Sometimes students need a long time for that. Many English learners find it difficult to express their opinions verbally.

Based on the researcher initial observations in the tenth grade at SMA Bakti Ponorogo, the researcher found several problems, namely that the majority of students had difficulty speaking English. Students have difficulty speaking or pronouncing words properly and correctly. Apart from that, students also lack ideas to express their thoughts in English. When the teacher asked students to come forward to practice dialogue in front of the class, students showed a lack of confidence in speaking English loudly and clearly. Students also feel worried about making mistakes when pronouncing English words in front of the class. There are still many students who don't know how to use sentence structures well and how to pronounce these words in English.

Some of these things are confirmed by the English scores of students in the tenth grade of SMA Bakti Ponorogo. According to teacher information, the minimum English score for grade ten is 75. The total number of students in grade ten is 25 students, while 14 students still scored less than the minimum score criteria. In other words, most of the tenth grade students are in the low-score category. Based on observations and interviews with teacher and students, researcher concluded that there are still many students who experience difficulties in speaking. This is also proven by the fact that there are still many students who get grades below the average.

Based on the phenomenon described above, researcher is interested in conducting the research entitled *"Students' Difficulties in Speaking English at the Tenth Grade of SMA Bakti Ponorogo".*

B. Research Focus

This research is focused on exploring the difficulties faced by students in speaking English and teachers' solutions to overcome difficulties in speaking English at Tenth Grade of SMA Bakti Ponorogo.

C. Statements of the Problem

Based on the research background above, the researcher formulates some research questions as follows:

1. What are the difficulties of speaking English faced by students' at the tenth grade of SMA Bakti Ponorogo?

2. What are the teacher's solutions to overcome the students' difficulties in speaking English at the tenth grade of SMA Bakti Ponorogo?

D. Objectives of the Study

According to the statement of problem, the objective of this research as follows:

1. To find out the students' difficulties in speaking English at the tenth grade of SMA Bakti Ponorogo.

2. To find out the teacher's solution to overcome the students' difficulties in speaking English at the tenth grade of SMA Bakti Ponorogo.

E. Significances of the Study

The finding of this research is expeted to given contribution theoritically and practically, those are:

1) **Theoretical Significance**

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

2) **Practical Significance**

a. For the Institutions

It is hoped that the findings of this research will be useful for institutions so they can plan new English programs very specifically to solve students' difficulties in speaking English.

b. For the Teachers

Researcher hope that the results of this research can provide recommendations to teachers to better understand the difficulties experienced by students in speaking English and teacher's solutions to overcome students' difficulties in speaking English, and teachers will improve teaching and appropriate strategies.

c. For the Students

Researcher hope that the results of this research can help students understand the difficulties they experience in speaking English and teacher's solutions to overcome difficulties in speaking English, so that they are able to evaluate themselves after knowing their abilities.

d. For the Readers

Researcher hope that the findings of this research can provide information and benefits for readers, especially students and teachers at SMA Bakti Ponorogo, to develop learning strategies to improve students' English language skills.

e. For the Future Researchers

It is hoped that this research can be used as reference data and other consideration data to explore research problems in the future.

F. Organization of the Thesis

The study is designed to make it easy for readers to understand the content those are :

The first chapter is an introduction. This chapter explains the background of the research and the reasons why this research was conducted. This chapter also discusses the research focus, statement of the problem, objectives of he study, significances of the study, organization of the thesis, and research schedule.

The second chapter is a literature review. This chapter consists of a theoretical background, previous research findings, and theoretical framework. This includes several supporting theories regarding confidence in speaking.

The third chapter is research methods. This chapter includes research design, research setting, data sources, data collection technique, data analysis technique, checking research validity, and research procedure.

The fourth chapter is research findings and discussion. This chapter contains a general overview of the research background at SMA Bakti Ponorogo, research findings and a discussion that presents the data. This chapter also contains information about the data that will be analyzed by researchers.

The fifth chapter is closing. This chapter confirms the research conclusions and suggestions for further studies. As well as a series of contents for the final discussion of the thesis.
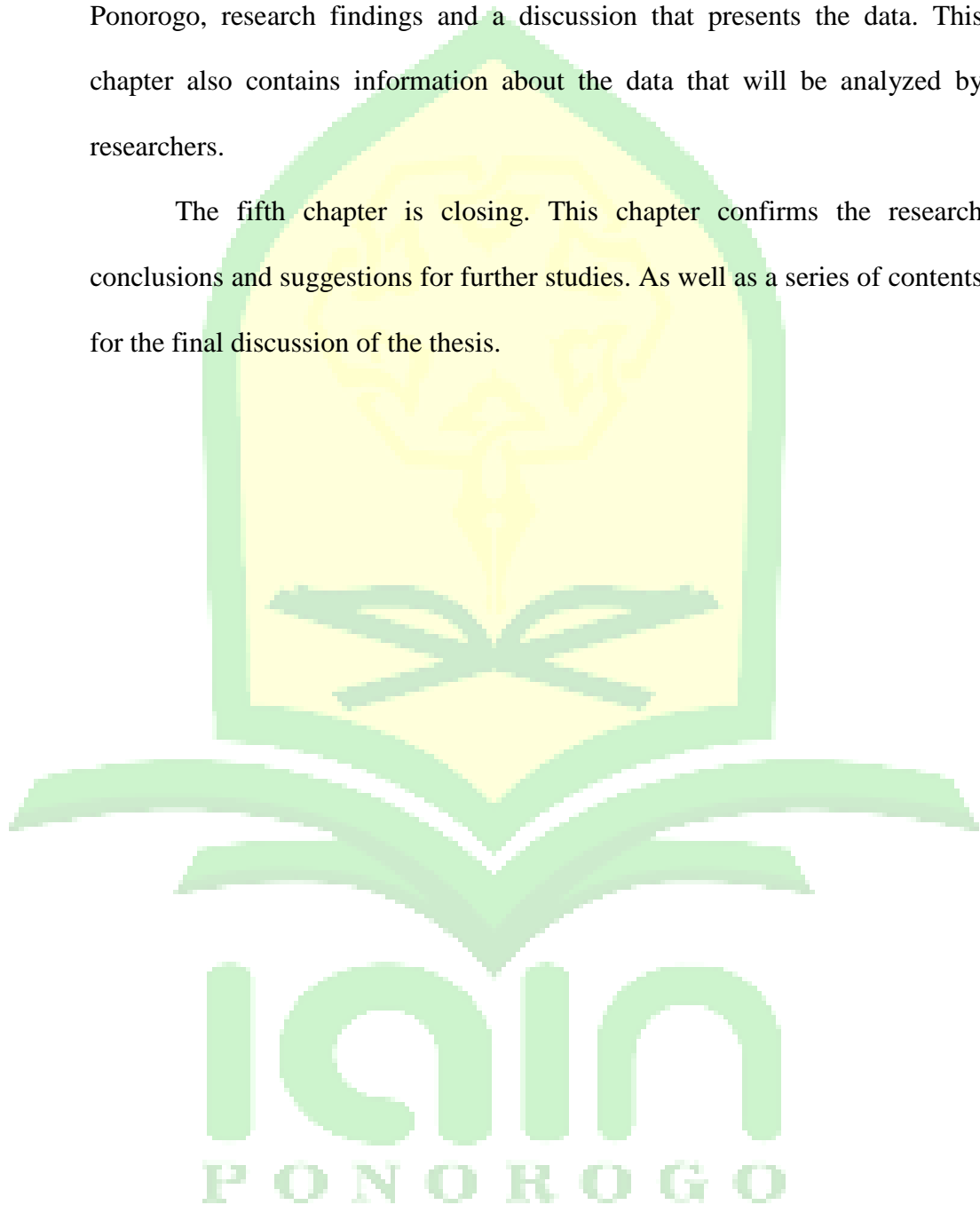
CHAPTER II

LITERATURE REVIEW

A. Theoritical Background

This chapter consists of several explanations based on which title are speaking theory, theories about speaking components, theories about difficulties in speaking English, and theories about strategies to solve difficulties in speaking English.

1. Speaking

Speaking is one of the abilities to communicate with other people through language media. Speaking is a form of speech act in the form of sounds produced by the speech apparatus accompanied by body movements and facial expressions. The main purpose of speaking is to communicate. To convey thoughts effectively, a speaker understands the meaning of everything he wants to communicate.

a. Definition of Speaking

A way to communicate is called speaking. As important as conveying the meaning of what you say, speaking also means effective communication. Speaking according to Saed is a significant oral exercise where a person understands what he is saying because he uses a foreign language.[8] Speaking skills will

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[8] Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F, *The use of Students Tube in developing the speaking skills of Jordanian EFL university students.* Heliyon, 7(7), 2021.

motivate students to learn to speak English and help them to convey interesting ideas orally. The ability to speak is a useful skill that will make communication easier. According to Harris, speaking is a complex skill that requires the simultaneous use of multiple skills that develop at different levels. Grammar, vocabulary, fluency, and comprehension are the four general components of speech process analysis.[9] Speaking is one of the productive activities in everyday life. Speaking skills are very important to master in carrying out conversations. Furthermore, Nunan said that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured by the ability to carry out conversations in language teaching.[10] In other words, English language ability is measured by how well we understand the meaning of the language in conversation. Speaking is an interactive process that produces and receives information. Students who are fluent in English will certainly benefit from accessing the latest information in various fields, such as technology, science, and health.

From the definitions above, speaking can be defined as a person's desire to express ideas, opinions, and feelings to other

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[9] Harris, S. L. (2009). The Relationship between Self-Esteem and Academic Success among African American Students in the Minority Engineering Program at a 34 Research Extensive University in the Southern Portion of the United States.

[10] David Nunan, *Language Teaching Methodology*, (Sydney:Macquarie University, 1991), 3.

people, negotiate, and solve problems to create and maintain interactions, social relationships, and friendships, and share information that can be done by two people or more to communicate and achieve certain goals.

b. Aspects of Speaking

Speaking as a form of communication has several elements that help in the effective and clear expression of thoughts and ideas. According to H. Douglas B, speaking is a complex skill that includes several aspects, namely grammar, vocabulary, fluency, pronunciation, and comprehension.[11]

1) Grammar

Grammar is the way a language can combine words into sentences. By using and understanding grammar, speakers, and writers can communicate and convey their messages clearly and meaningfully. This helps students combine words to make correct sentences. Grammar can also help students differentiate between formal and informal or polite and impolite language when speaking.

2) Vocabulary

Knowledge of words and their meanings used in communication is called vocabulary. A person cannot

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[11] Brown, H.Douglas, Teaching by Principles. (New York : Wendy Wolf, 2001). p 127

communicate effectively or express their ideas either orally or in writing if they do not have adequate vocabulary. One other obstacle that prevents students from learning a language is their limited vocabulary. No information can be conveyed without grammar or vocabulary.[12] Based on this, it can be concluded that English language learners will not be able to write or master the language well if they do not have sufficient vocabulary.

3) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency is an area of language ability that relates to the speed and ease of language learners. Fluency refers to all four language skills but tends to be closely related to speaking.

4) Pronounciation

Pronunciation helps students speak more clearly. Pronunciation is a phonological process that refers to the grammatical component consisting of elements and principles that determine how sounds and patterns differ in a language. The pronunciation process determines how

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[12] Azlina Kurniati, "*A Study on the Speaking Ability of the Second Year of SMK Telkom Pekanbaru",* Riau University, 2015.

sounds and patterns vary in a language and how people pronounce a word. Therefore, pronunciation can be defined as the knowledge of the way people use certain words in a particular language while speaking.

5) Comprehension

The ability to understand thoroughly and become familiar with a situation or facts is also known as comprehension. This comprehension ability is also considered the most important for understanding and perceiving information. In short, to avoid misunderstandings between speaker and listener, understanding is very important.[13]

2. The Difficulties in Speaking

It is not easy for students to speak English, because they have to study diligently if they want to speak English well and fluently. Therefore, students have to learn a lot about vocabulary and pronunciation. According to Henriansyah, difficulties in speaking English may be due to linguistic and non-linguistic aspects including lack of vocabulary, no self-confidence, not knowing what to say, fear of making mistakes, and fear of being laughed at by friends. Chens also believes that the most common problems faced by

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[13] Brown, H.Douglas, Teaching by Principles. (New York : Wendy Wolf, 2001). p 127

English speakers are students' lack of self-confidence, limited English language skills, and limited vocabulary. [14]

Apart from that, Ur stated that factors that cause difficulties in speaking English include students being worried about making mistakes, afraid of being criticized or simply embarrassed, and having nothing to say. Students have no motive to express themselves, low or uneven participation, and use of their mother tongue.[15] Raba'ah also stated that many factors cause students to have difficulty speaking English. Some of these factors are teaching strategies, curriculum, and the surrounding environment.[16] For example, many students lack the vocabulary needed to understand meaning, so they cannot keep communication running well.

Several factors cause difficulties in English language skills. Therefore, Zhang believes that speaking is the most difficult skill for English language learners to master. Most of them are still not proficient in communicating verbally or verbally using English.[17] Al Hosni stated that students were unable to speak due to a lack of vocabulary, students were also afraid of

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

[15] Penny. Ur (1996). *A course in language teaching.*Cambridge: Cambridge University Press.

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

[17] S, Zhang, (2009). *The role of input, interaction, and output in the developmentof oral fluency.* English Language Teaching, Vol 2 No 4 December 2009. http : // www.ijllalw.org/finalversion645.pdf.Retrived 13 February 2015

making mistakes in speaking English in front of their friends.[18] Dalem also

stated that students tend to be afraid of making mistakes because they are

afraid of being laughed at by others, are shy, and lack self-confidence.[19]

Based on the opinion above, it can be concluded that speaking English is

not easy for students because it requires a good, precise, and correct

understanding of the language.

The difficulties experienced by students in speaking English are

certainly caused by several factors. Juhana stated that there are several

psychological factors that students face when speaking in class, there is fear

of making mistakes, shyness, anxiety, lack of self-confidence, and lack of

self-confidence and lack of motivation.[20]

1) Lack of Confidence

When other people start to feel unsure about understanding a

conversation, they then become less confident. Students prefer to

remain silent and not say anything in a situation like this. The main

reason students are not confident is that their English is not good.

Many students feel that they do not speak English better than other

students. The main factor in students' ability to communicate in

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[18] Al Hosni,.2014. *Speaking Difficulties Encountered by Young EFL Learners.* International Journal on Studies in English Language and Literature (IJSELL) vol 2 No 6. June 2014. ISSN 2347-3126. Arcjournlas.org/pdfs/ijsell/v2-i6/4.pdf. Retrieved 27 February 2015.

[19] Dalem, M. (2017). *Difficulties of Speaking That Are Encountered by English Language Students At Al Margeb University.* Premise; Journal of English Education and Applied Linguistic, Vol 6 No 2. https://ojs.fkip.ummetro.ac.id/index.p hp/english/article/view/1002.

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

English is their self-confidence. Some students are afraid of making mistakes when speaking in front of their classmates. Students who are less capable or less confident tend to worry about being ridiculed by their classmates.

2) Shyness

Many students may experience embarrassment when speaking in English class. This shows that shyness can cause problems for students when studying in class, especially when speaking. One of the most common phobias students experience is speaking English in front of other people. When students are embarrassed, they may feel empty or forget what to say.[21] Apart from that, some students are very shy because they are quiet and calm. It can be said that shyness plays an important role in students' speaking.

3) Fear of Mistakes

One of the main reasons students hesitate to speak English in class is their fear of making mistakes. Fear of making mistakes is a problem associated with correction and negative evaluation.[22] Apart from that, this is also heavily influenced by students' fear of being laughed at by students or other people and being criticized by their

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

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

teachers. As a result, students usually stop participating or are less active in speaking activities.

4) Lack of Motivation

To be able to speak well to someone, motivation is a very important component. Motivation is an inner drive that encourages someone to do something. Students who are very enthusiastic about achieving can receive and obtain better achievements than less motivated students.[23] Students' readiness to communicate is greatly influenced by their motivation.

Lack of motivation can affect students' English language skills. Babu believes that when asked why students hesitate to speak English in class, students are not motivated to learn.[24] He said this happened because teachers did not encourage students' motivation to speak English. Aftat also stated that to motivate students to study well and actively communicate in English, teachers must have enthusiasm, creativity, and interest in their students.[25] In other words, student learning motivation is greatly influenced by the teacher's teaching performance. Therefore, it is important for teachers to also show enthusiasm for teaching performance.

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

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

[25] Aftat, Mokhtar, (2008), Motivation and Genuine learning. [Online] Available: http://www.englishteacher1.com/motivation.html (March 15, 2011)

5) Anxiety

One of the main obstacles to effective language learning is anxiety. This means that anxiety has an impact on students who are learning a language. In other words, anxiety affects students in learning a language, so this must also be paid attention to and considered. Horwitz argued as quoted in Sylvia and Tiono, that he believes that anxiety about speaking a particular language can affect a student's performance.[26] This is because it can affect the quality of spoken language production and make individuals appear less fluent than they are.

English as a second language presents several challenges for students when learning it. In this study, researchers concentrated on the speaking difficulties experienced by students. According to Penny Ur, several problems in speaking activities are:[27]

1) Inhibition

Speaking also requires direct interaction with the audience. In speaking unlike reading, writing, and listening, speaking requires time exposure to an audience. When students try to speak a foreign language in class, they are often hampered for various reasons.

[26] Tiono, Nani I and Sylvia, A. (2004). The Types of Communication Strategies Used by Speaking Class Students with Different Communication Apprehension Levels in English Department of Petra Christian University, Surabaya. A Thesis, Petra Christian University.

[27] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1991.

These barriers include worry about making mistakes, fear of being criticized or losing face, or simply being embarrassed about getting attention for what they have to say.

2) Nothing to Say

Even though they are not inhibited, students also often complain that they do not know what to say. They have no reason to talk other than feeling guilty because they should be able to talk and express it.[28]

3) Low or uneven Participation

If they want to be heard, only one participant can speak. This problem is exacerbated by the tendency of some students to dominate, while others say very little or not at all.

4) Mother-Tongue Use

If they want to be heard, only one participant can speak. This problem is exacerbated by the tendency of some students to dominate, while others say very little or not at all.[29]

Apart from that, Ur conveyed the characteristics of successful speaking activities which have the following characteristics:[30]

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

[29] Tika, et all, Mahasiswa UIN SulthanThaha Saifudin, Dosen UIN SulthanThaha Saifudin, Jln Jambi, and Ma Bulian Km. *"STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT THE SECOND GRADE OF MTsN 1 BUNGO"* 14, no. 2 (n.d.).

[30] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : 120.

1) Students talk as much as possible in a certain period

   While this may seem obvious, most of the time is spent talking.

2) Equal participation

   The minority of active conversation participants does not dominate class discussions. Everyone has the opportunity to speak and contributions in speaking are given equally.

3) Learners are highly motivated to speak

   They may do it because they are interested in the topic and want to share something new about it, or because they want to help achieve the assignment goal.

4) Language is at an acceptable level

   Students use language that is acceptable, easy to understand and uses relevant speech.[31]

It can be said that speaking problems are because students do not have fluency in English and lack vocabulary. Students experience a lack of confidence when speaking English and often use their mother tongue every day.

3. Strategies to Solve Difficulties in Speaking English

To improve students' speaking skills, several learning activities must be carried out. Kavi stated that there are several styles of activities that can be

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[31] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : 120.

used in learning speaking, including role-playing, discussion in group, story telling, speech in front of audience, debate, dialogue, reporting and so on.

a. Role Play

   In this activity, the teacher provides information to students about their activities, identities, and feelings. For example, the teacher can tell students that they are Ani and they have to go to the salon and tell them what happened that morning.[32]

b. Discussion in Group

   In this activity, students are divided into two groups to talk about things according to the theme. They can draw conclusions, share ideas about events, or find solutions to discuss together.[33]

c. Story Telling

   Here students can create their own stories to tell their classmates freely. They can also briefly summarize a fairy tale or story they have heard from someone else before. Students not only have the ability to think creatively, but it also helps them to be able to convey their ideas in development from start to finish, with characters and settings in a story.[34]

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[32] Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009). p 130

[33] Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009). p 131

[34] Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009). p 134

d. Speech in Front of Audience

This activity is an activity that is somewhat difficult for students to do. Here students must be able to create writing or papers to then present in front of an audience and they share their ideas.[35]

e. Debate

Here students are divided into two groups. Then, the teacher gives them a topic to debate and they are free to express their opinions about the topic. Next, the teacher can make conclusions about the topic that has been debated.[36]

f. Reporting

This activity can be used to encourage students to speak up. Here the teacher asks students to read news in newspapers or magazines before arriving at class and then they can tell what they think is most interesting to their friends in their class.[37]

g. Dialogue

In recent years, conventional language learning methods have become somewhat outdated. Students may learn carefully from short discussions. Here students can be asked to talk about things

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[35] Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009). p 135

[36] Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009). p 136

[37] Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009). p 137

such as their family relationships, traditions, and other ideas in dialogue with their friends.[38]

Several problems must be solved by teachers in the learning process. According to Ur, there are at least four strategies for solving speaking problems, they are:

a. Use Group or Pair Work

Group work can improve students' speaking skills and reduce difficulties for students who do not want to speak in front of the class. Here the teacher cannot supervise all discussions carried out by students, but the possibility of each student being able to speak English orally is much higher than the entire discussion in class.[39]

b. Based on the Activity's Easy Language

Teachers usually use different language levels when teaching. Before the activity begins, the teacher can give students some new vocabulary to write and refer to and if necessary review important vocabulary that will be used during the learning activity.[40]

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[38] Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009). p 137

[39] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : 120

[40] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : 123

c. Give Some Instructions or Training in Discussion Skills

In general, the more interesting and clear the interaction topic that will be discussed, the more motivated students will be to do it speak English.[41]

d. Keep Students to Speak the Target Language

In this situation, students must properly understand the importance of talking a lot and ensure everyone has a chance to speak, and try to use English at certain times.[42]

Apart from that, Juhana also stated about possible solutions to overcome the psychological problems experienced regarding speaking difficulties, including:

a. The Solution to Solve the Anxiety

Motivating students and creating a comfortable environment can overcome the anxiety students experience when speaking. Motivating students and creating a comfortable classroom environment can help reduce student anxiety when speaking. This is important for teachers because it can reduce student anxiety, increase self-confidence, and encourage students' desire to be able to communicate.[43]

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[41] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : 124

[42] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : 125

[43] Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tanggerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3. No 12 page 101

b. The Solution to Solve Fear of Mistake

To overcome the fear of saying something wrong, there must be chemistry between the teacher and students. Teachers must be able to create a comfortable classroom atmosphere so that students feel comfortable with their teacher and believe that their teacher will help them if they do what they say.[44]

c. The Solutions to Overcome Shyness

Teachers must create effective and appropriate ways to overcome students' shyness. In this case, teachers must be able to create an open and friendly classroom environment. By doing this, it is hoped that shy students will feel okay if they make mistakes. Students will not worry about poor grammar and pronunciation here.[45]

d. The Solution to Solve the Students' Lack of Motivation

Teachers can increase student motivation through activities such as increasing student awareness of the importance of English, increasing student interest in English, and fostering self-confidence. This is very important because encouraging students also makes

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[44] Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tanggerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paperhhhh) ISSN 2222-288X (Online) Vol 3. No 12 page 105

[45] Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tanggerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3. No 12 page 106

them feel safe and accepted in their learning.[46] Students feel

comfortable during the learning process after they get some

motivation from their teachers.[47]

e. The Solution to Solve Lack of Confidence

There are solutions to overcome students' lack of confidence in

speaking. Here the teacher can explain English to students optimally

in order to build students' self-confidence.[48]

According to Harmer, students often don't want to talk because they are

shy and not used to speaking in front of other people, especially when asked

to provide opinions or personal information. Students have many options to

help themselves in such situations, including:[49]

a. Preparation

Harmer explains that students can record the presentation they

are going to attend, write down what they said, correct it, and then

submit it to the teacher for further comments before they finally

present. As they participate in discussions, students can form spirit

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

[47] Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tanggerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3. No 12 p 109

[48] Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tanggerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3. No 12 p 110

[49] Harmer, J. (2007). The practice of English. In Language (FOURTH). p 277

groups to brainstorm ideas, so they have something to say when there is a frank discussion.[50]

b. Repetition

With each new encounter with a word or phrase, repetition has many benefits. They help students remember things better and allow them to improve on what they have done previously. They may think about saying something back or just feel the sound. Each practice and repetition of the technique will make them more confident, and when they try to speak in the next performance, they will have no trouble getting the words out.[51]

c. Big Groups or Small Groups

One of the reasons why some students refuse to participate in speaking activities is because they have to speak in front of a larger group. To overcome this, there is one way, namely by giving them opportunities to talk and interact in large or small groups, which can help them organize conversations or discussions.[52]

d. Mandatory Participation

In this case, students are allowed to sit freely while working and let others do the work. Then call someone to ensure that all students have participated equally in the work.[53]

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[50] Harmer, J. (2007). The practice of English. In Language (FOURTH). p 277
[51] Harmer, J. (2007). The practice of English. In Language (FOURTH). p 278
[52] Harmer, J. (2007). The practice of English. In Language (FOURTH). p 279
[53] Harmer, J. (2007). The practice of English. In Language (FOURTH). p 280

B. **Previous Research Finding**

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

First, previous research findings were taken which could be used as material for theoretical consideration from a thesis at the Muhammadiyah University of Makassar by Windi Hiyati with the research title *"Analysis of the English Speaking Difficulty Level of Class VIII Students at Unismuh Makasar Middle School".*[54] The research method used descriptive qualitative method, and the data was collected through observation and interview. Windi concluded that the factors can be divided into two categories, namely linguistic factors from Mahripah's theory and social factors from Taiqin's theory, while the theory that researcher use is Penny Ur and Juhana theory. Linguistic factors are grammar, pronunciation, and vocabulary. The purpose of this study is to find out the speaking difficulties and social factors that cause speaking difficulties. Social factors are self-confidence and motivation. The data analysis techniques used are data collection, data condensation, data display, and drawing conclusion. The similarity between previous research and this study is that both try to identify students' difficulties in speaking. Meanwhile, the difference between the previous research and this research is that the subject of Windi's research is grade VIII students at Unismuh Makassar Junior High School, while the subject of this research are tenth grade students at SMA Bakti Ponorogo.

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[54] Windi Hiyati, *"Analysis of the English Speaking Difficulty Level of Class VIII Students at Unismuh Makasar Middle School",* (Thesis, Muhammadiyah University of Makassar, 2018), 153.

Second, the thesis research of the Tulungagung State Islamic Institute (IAIN) by Alvin Nadzirotunnuha entitled *"Analysis of Student Problems in Speaking Skills at Darrussalam Dongko Islamic Middle School"*.[55] The purpose of this research is to analyze students' problems in speaking skills and to find out what teachers do to solve students' problems. The theories used are the Penny Ur theory and Kavi theory, while the theories used by researcher are the Penny Ur and Juhana theory. This study used a quantitative approach. The data analysis techniques used are data collection, data display, and drawing conclusion. The research instruments used were questionnaires and interviews. The results of this study show that students face speaking problems such as; barriers, having nothing to say, and low or uneven levels of participation and use of the mother tongue. The solutions used by teachers to overcome speaking problems are as follows: (1) The teacher asks students to speak confidently by giving rewards. (2) The teacher provides appropriate learning material to students and introduces these concepts at the beginning of learning. (3) Teachers provide equal opportunities to all students and form active small groups. (4) Teachers familiarize students with speaking English, avoid giving topics that are too difficult, and change students' thinking that English is not difficult. The similarity is that both studies discuss students' problems in speaking skills. The difference between this research and previous research is

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[55] Alvin Nadzirotunnuha, *"Analysis of Student Problems in Speaking Skills at Darrussalam Dongko Islamic Middle School"* , (Thesis, IAIN Tulungagung, 2017), 132.

that previous research used quantitative research methods, while the current researcher used qualitative research methods.

Third, thesis research written by Nur Azizah entitled *"Analysis of Student Problems in Speaking English Class XI in Al-Fityah Pekanbaru Integrated Islamic High School".*[56] The main aim of this research is to find out what problems (difficulties) students face in speaking English and what problems are most dominantly faced by students. The theories used are Sadtono's theory and Penny Ur's theory, while the theories used by researcher are Penny Ur's theory and Juhana's theory. The research method used is quantitative. Data collection was carried out using a questionnaire. The data analysis technique uses descriptive statistics to determine the average score of question items. Based on the researchers' findings, it was found that the problems (difficulties) faced by students in speaking were (1) Students did not know how to pronounce words in English with the correct pronunciation. The majority of students agree with a percentage of 52.8%, (2) Students have difficulty speaking English due to lack of grammar. The majority of students agree with a percentage of 47.2%, (3) Students feel anxious about speaking English because of limited words. The majority of students agree with a percentage of 47.2%. Researchers also found that the dominant problem faced was that students always used their first language rather than English because

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[56] Nur Azizah, *"Analysis of Student Problems in Speaking English Class XI in Al-Fityah Pekanbaru Integrated Islamic High School",* (Thesis, Sultan Syarif Kasim Riau State Islamic University, 2018), 142.

the person they were talking to also used their first language. The majority of students agree with a percentage of 58.3%. What these studies have in common is that they both address speech difficulties. Meanwhile, what is different is the research method and location. Previous researchers used quantitative methods and researcher used qualitative methods.

Fourth, thesis research at the State Islamic University (UIN) Sultan Syarif Kasim Riau Pekanbaru by Dian Ramadani with the title *"Analysis of Student Speaking Problems at SMA Sekolah 15 Pekanbaru"*.[57] The problem of this research is the problems faced by students in speaking at SMA 15 Pekanbaru. The theories used are Rabaah theory and Bygate theory, while the theories used by researcher are Penny Ur theory and Juhana theory. This research uses quantitative methods. Data collection was carried out using a questionnaire. The subjects of this research were class X students at SMA 15 Pekanbaru. The results obtained show that the researchers found that the most dominant factor in students' speaking difficulties at SMA 15 Pekanbaru was that students did not say anything. The similarity is that both studies discuss students' speaking problems. The difference is that previous researchers used quantitative descriptive research, while current researcher use qualitative research designs, especially qualitative descriptive research.

Fifth, the thesis research conducted by Nur Prize Fitri was entitled *"Analysis of Students' Difficulties in Speaking English at Madrasah Ibtidaiyah*

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[57] Dian Ramadani, *"Analysis of Student Speaking Problems at SMA Sekolah 15 Pekanbaru",* (Thesis, State Islamic University Sultan Kasim Riau Pekanbaru, 2019), 111.

Kotabaru Seberida".[58] This research used quantitative descriptive methods. The subjects of this research were class IX students of Madrasah Aliyah Kotabaru. The theory used is Brown and Penny Ur theory, while the theory used by researcher is Penny Ur and Juhana. Data collection was carried out using a questionnaire. In this research, total sampling was used to take samples and 20 students were used as samples. To collect data, the author used a list of questions. The findings of this research are that the most dominant difficulties experienced by students in speaking English are academic skills and English conversation as well as linguistic barriers. The similarity is that both studies are the same research that discusses students' speaking problems. The difference between this research and previous research lies in the research design. Previous research used quantitative research while this research is qualitative descriptive.

C. Theoritical Framework

The framework in this research starts from the difficulties experienced by students in speaking English. The problem of speaking English experienced by students when learning English is ongoing. If there is a problem, of course, there is also a solution. Teacher must provide and implement solutions to problems experienced by students regarding difficulties in speaking English.

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[58] Nur Prize Fitri, *"Analysis of Students' Difficulties in Speaking English at Madrasah Ibtidaiyah Kotabaru Seberida",* (

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Figure 2.1 Theoritical Framework
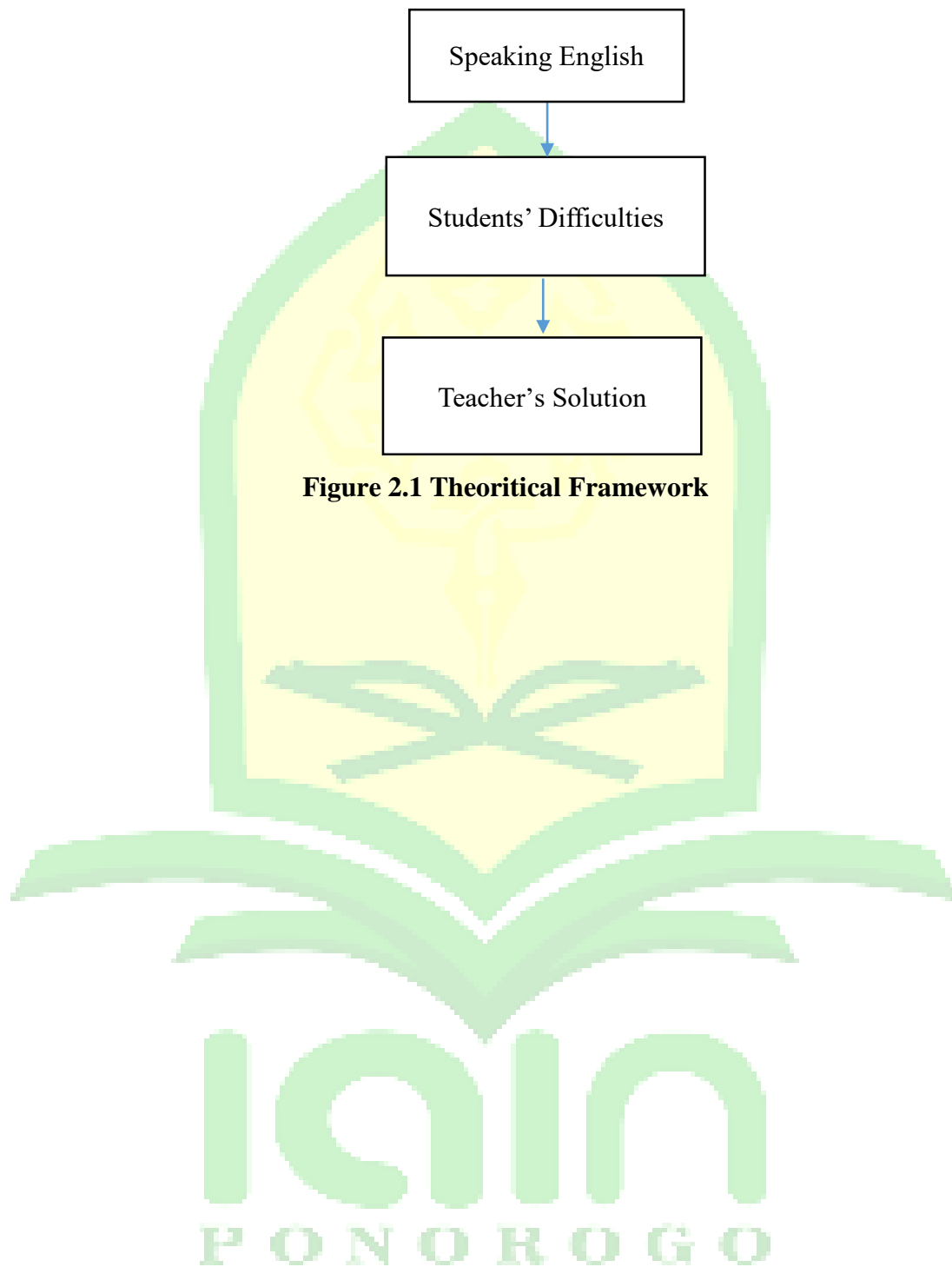
CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the entire method or activity in research starting from formulating a problem to drawing a conclusion. A research approach can also be interpreted as the entire method or activity in research starting from discussing the problem to making a conclusion. There are two types of research approaches, namely the quantitative approach and the qualitative approach.

The researcher designed this research using a qualitative descriptive approach. The descriptive approach involves detailed descriptions of characters and locations. A study conducted in this way can cover a person's daily routine. Descriptive research is a type of research that aims to explain, detail, describe, and explore phenomena that occur naturally. Qualitative research is an inquiry approach that is useful for exploring and understanding central phenomena. To study this phenomenon, inquiry asks participants broad and general questions, collects comprehensive participant responses in the form of words or images, and analyzes descriptions of information and themes.[59]

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[59] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (USA: Pearson, 2012), 274.

Apart from that, through self-involvement, researcher also explored more data about speaking difficulties by observing the activities carried out by students during class. In this research, researcher focus primarily on facts (what people say, what people do) that allow us to understand the meaning of what is happening. The researcher chose a qualitative descriptive research design because it discusses the phenomenon of speaking difficulties in real life situations that occur in students when speaking English. Research data was taken using student observations, student and teacher interviews, as well as appropriate documents. Then the research results will be explained descriptively.

B. **Research Setting**

The research location is the place where the researcher obtains information regarding the required data and where the research will be carried out. In this research, researcher chose SMA Bakti Ponorogo as a place of study. SMA Bakti Ponorogo is one of the favorite private schools in Ponorogo Regency. This research was conducted from 26 February 2024 to 04 March 2024 in the tenth grade of SMA Bakti Ponorogo. The reason the researcher conducted research at this school was because of initial observations that tenth grade students experienced several difficulties in speaking English and also explained the teacher's solutions were to overcome these difficulties.

C. Data and Data Source

Data is information obtained about something which can be something that is known or assumed. Meanwhile, the data source is an important factor that is taken into consideration in determining the data collection method. Data sources consist of primary data sources and secondary data sources.

1. Data

Data can be defined as facts or what is said to be the result of direct observation of natural phenomena. This can be in the form of writing or images equipped with certain values. Data primarily comes from qualitative research including words and action, most of the data comes from additional sources such as documents, photos, and soon. The data in this research include observation notes, interview notes, and several required documents. Data can be interpreted as facts or what is said to be the result of direct observation of natural phenomena. It can be in the form of writing or images equipped with certain values. Data mainly comes from qualitative research including words and actions, most of the data comes from additional sources such as documents, photos, and so on.

The data in this research include observation checklist and transcripts interview of students' and teacher's. Checklist observation are used to obtain data about students' speaking

difficulties. Transcripts of interviews with students and teachers were used to obtain data on students' speaking difficulties, while transcripts of interviews with teachers were used to obtain data on solutions to overcome students' speaking difficulties.

2. **Source Data**

Data sources can be obtained from people, objects, and places that can provide information for research. This can be obtained from primary and secondary data. Data sources are obtained from people, objects, and places that can provide information for research. This can be obtained from primary and secondary data. The primary data in this research are people who correlate with the research focus, namely students and English teachers in the tenth grade of SMA Bakti Ponorogo. Data was obtained from observation checklist and interview transcripts with students' and teacher's.

In this research, researcher observed and interviewed tenth grade students at SMA Bakti Ponorogo to obtain information about the speaking difficulties experienced by students. Researcher also interviewed English teachers in tenth grade at SMA Bakti Ponorogo to obtain data regarding students' speaking difficulties and solutions to overcome speaking difficulties. Meanwhile, secondary data was obtained from observations and references to books documents, and images

relevant to this research. In this research secondary data is in the form of books, journals, and previous research. Apart from that, geographical location, organizational structure, school history, school profile, and lesson plan used are also included as secondary data obtained from documentation.

D. Data Collection Technique

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

1. Observation

Observation is the systematic monitoring of the phenomenon under investigation. Observation means collecting data on a particular institution. In this observation, the researcher saw what the students' conditions were like when they were in the classroom. The purpose of this observation is to determine the difficulties experienced by students in speaking. After that, the researcher will write down all the actions and activities that occur in the classroom during English learning in the form of field notes. In this research, researcher used observation techniques to obtain data regarding speaking difficulties experienced by students.

Table 3.1 Observation About The Students' Difficulties in Speaking[60]

No	Aspects of Speaking	The Difficulties
1.	Grammar	1) Students have difficulty constructing sentence structures in English. 2) The students lack grammar. 3) They are afraid that they will make mistakes when speaking English.
2.	Vocabulary	1) Students lack of vocabulary. 2) Students lack practice in speaking. 3) Students can't think of anything to say. 4) Students feel embarrassed if their friends laugh at them when speaking in front of the class.
3.	Fluency	1) Students feel embarrassed, anxious, and nervous when speaking a foreign language, especially when required to speak in front of the class. 2) Students lack confidence in their English language skills. 3) Students are not fluent in speaking English.
4.	Pronunciation	1) The student's pronunciation is poor. 2) Students prefer to use their mother tongue rather than the target language. 3) Students find it difficult to pronounce words because in English there is a difference between writing and pronunciation.
5.	Comprehension	1) Students have difficulty understanding what is being said, so they have to ask the teacher first.

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[60] Brown, H.Douglas, Teaching by Principles. (New York : Wendy Wolf, 2001). p 127

Table 3.2 Observation Checklist About The Students' Difficulties in Speaking

No	Points
1	Students lack of vocabulary
2	Students lack in pronunciation
3	Students are poor in grammar
4	Students are afraid of making mistakes when speaking English
5	Students feel shyness to speak English

2. **Interview**

   An interview is a conversation about a current situation to obtain information. Interviews are a data collection technique by communicating with data sources. The way to do this is by speaking verbally, either indirectly or directly to the person concerned. Data about people's opinions, beliefs, and feelings about certain circumstances is collected through these interviews.

   The interview used in this research is a structured interview where the researcher prepares several questions and asks students, then finds information from the teacher as supporting data about the difficulties students face when speaking English and the solutions. Researcher present data in

the form of interview transcripts regarding the difficulties students face in speaking and the solutions provided by the teacher.

The researcher interviewed tenth grade students at SMA Bakti Ponorogo about the speaking difficulties they experienced and also interviewed English teacher to obtain data regarding students' speaking difficulties and solutions to overcome tenth grade students' speaking difficulties at SMA Bakti Ponorogo.

E. **Data Analysis Technique**

The analysis of data is management of data that have been collected that expected to get an accurate data from the subject of the research. According to Miles and Huberman analysis as consisting of four concurrent flows of activities: data collection, data condensation, data display, and conclusion drawing/ verification.[61]

1. Data Collection

In the data collection process, the researcher did this from preparing the research to the interview process. Researcher collects information regarding observers and then conducts individual interviews. After completing the collection and

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[61] Mathew B. Miles and A.Michael Huberman, "Qualitative Data Analysis," (United State: SAGE Publications, (1994),10

checking of the collected data, the researcher entered the next stage of data analysis, namely data condensation.[62]

2. Data Condensation

In data condensation, it refers to the process of selecting, focusing, simplifying, abstracting, and transforming data. In the first stage, namely selection, researchers must act selectively to determine which dimensions and relationships are more important and meaningful. Researcher select data that has been obtained regarding speaking difficulties and solutions. At the focusing stage, the researcher focuses the data according to the formulation of the problem, namely the student's speaking difficulties and the teacher's solution to overcome the speaking difficulties. Then at the abstraction stage, the researcher summarizes the essence or process of the speech difficulty statements and their solutions. Finally, at the data simplification and transformation stage, the researcher simplifies and changes the data through summaries. After several stages are completed, a final report is created.[63]

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[62] Mathew B. Miles and A.Michael Huberman, "Qualitative Data Analysis," (United State: SAGE Publications, (1994),11

[63] Mathew B. Miles and A.Michael Huberman, "Qualitative Data Analysis," (United State: SAGE Publications, (1994),12

3. Data Display

       Display data is an organized and compressed collection of information that allows drawing inferences and conclusions. The insights here allow us to analyze further or take action based on our understanding of what happened. At this stage, the researcher presents the data through a brief description of each participant based on the research problems to convey the information obtained as an analysis of students' speaking difficulties in speaking English and teacher's solutions to overcome difficulties in speaking English.[64]

4. Drawing Conclusion and Verification

       Drawing conclusions is a process when researchers interpret data from the beginning of collection accompanied by a brief description or explanation. After presenting data related to students' difficulties in speaking English and teachers' solutions regarding students' difficulties in speaking English, the researcher drew conclusions obtained through various stages of data analysis.[65]

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[64] Mathew B. Miles and A.Michael Huberman, "Qualitative Data Analysis," (United State: SAGE Publications, (1994),12

[65] Mathew B. Miles and A.Michael Huberman, "Qualitative Data Analysis," (United State: SAGE Publications, (1994),13

F. Checking Validity of Findings

Validity of results means that the researcher evaluates the accuracy or credibility of the results through methods such as triangulation or member checking.[66] Validity is used as evidence that a particular instrument is truly relevant and measures what it is intended or claimed to measure. Additionally, validity means that a report will accurately depict the characteristics it is intended to describe, explain, or theorize. Another definition states that validity is the degree to which the interpretation of data is justified by the theory and evidence used.

In this study, researchers checked the validity of the information using triangulation. "Triangulation is defined as the use of two or more data collection methods to study one aspect of human behavior".[67] Researcher conducted interviews with students and teachers as research informants to validate research data. Then, the interview results are compared with theories that are relevant to the research focus or problem. Triangulation in question is qualitative cross-validation which assesses the adequacy of the data based on the convergence of various data sources or data collection procedures. Rowley explains that one of the advantages of triangulation compared to qualitative research

[66] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (USA: Pearson, 2012. 259).

[67] Louis Cohen, Lawrent Manion & Keith Morrison, Research Methods in Education (Eight Edition), Routledge (2018), 245

approaches is that evidence can be gathered from various sources that can be used to support conclusions and corroborate the same facts..[68]

In this research, after the researcher obtained data from student interviews and classroom observations, the researcher needed clarification and confirmation regarding the difficulty of speaking English in the tenth grade of SMA Bakti Ponorogo from the teacher interview section. If the student interview and teacher interview data match, then the findings are considered credible.

G. **Research Procedure**

There are four steps in doing a research in education. The steps are:

1. Choosing a Problem

Researcher choose a specific research topic and create a research problem. After the researcher finds the topic and problem, the researcher then determines the research objectives.

2. Organizing Data Collection Techniques

In this research, researcher conducted research using descriptive qualitative methods. The data collection techniques that researcher use are observation, interviews, and documentation. After collecting data, the researcher consulted his findings with the supervisor to ensure the data was found.

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[68] J, Rowley, Using Case Studies in Research. Management Research News, 2002, 25 (1), 23

Then the researcher makes a report regarding the data and describes it in the form of words.

3. Data Analysis

After the data was collected through observation, interviews, and documentation, the researcher then continued to analyze the data into three components, namely data reduction, data presentation, and conclusion drawing or validation.

4. Writing the Research Report

The final step used in the research procedure is writing a research report. After the stage of collecting data and analyzing the data, the researcher consults the results with the supervisor and writes them in the final research report.
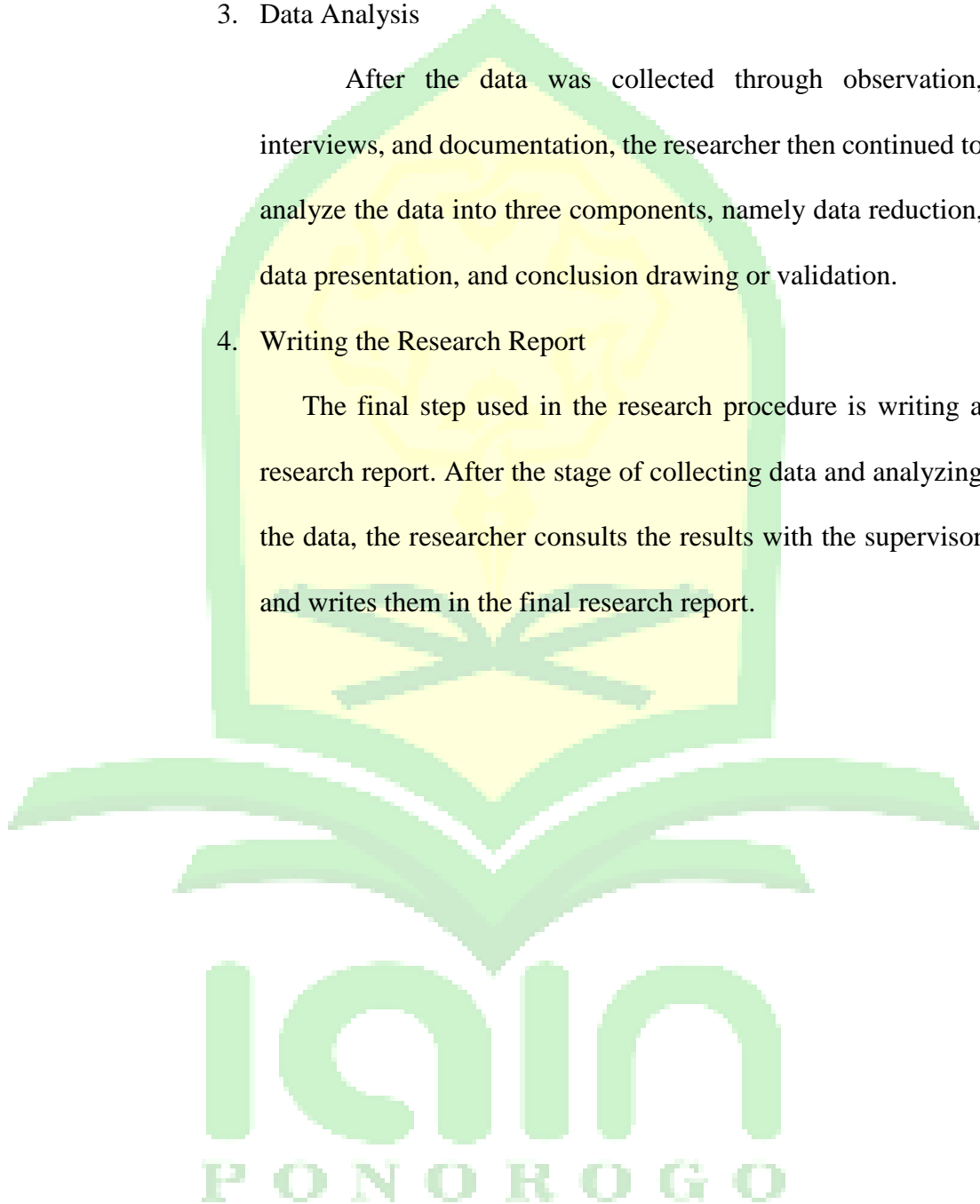
CHAPTER IV

FINDING AND DISCUSSION

A. General Data Description

1. History of SMA Bakti Ponorogo

In 1945 the Bakti Batik Cooperative Foundation built a building that was the forerunner of today's Bakti High School. At that time the purpose of establishing this building was not yet concrete, because in 1957 the State High School was established and did not have its building, while the Bakti cooperative building was not yet used, so with the agreement of the Regent of Ponorogo, Mr. Dasuki requested that the building be used for the Ponorogo State High School, with the agreement of the families or Batik Bakti employees whose children want to study at this school are not subject to any requirements, but it turns out that many parents send their children to Ma'arif and Muhammadiyah schools.

In 1983 the State High School moved to a location north of the Muhammadiyah University of Ponorogo, which had been provided by the government. Seeing that the building was empty, an agreement was made by the Bakti Education Foundation to establish Bakti High School. Bakti High School is a private school managed by the Bakti Foundation which was founded after the signing of the notarial deed S.S. Sinilingga, SH Number 37 dated April 19. 1983 for a specified time

limit. The name Bakti is an acronym for Original Eastern Indonesian Art Batik. On July 1, 1983, the first registration opened. In this first registration, Bakti High School accepted students who were placed into 11 classes.

At the beginning of its establishment, the school's status was still registered. For the sake of orderly administration and in line with developments over time, the status of Bakti High School began to be paid attention to, until finally in 1998 it received accreditation status with Decree (SK) Number: 33/C.C7/Kep/MIN.1998. The status of Bakti High School is EQUAL. This means that the position of Bakti Ponorogo High School is the same as other State High Schools, and has full authority to take care of its household, such as carrying out State Examinations at the end of each year.

2. **Vision, Mission and Goals of SMA Bakti Ponorogo**

   a. **Vision**

   Excelling in science and technology, faith and piety, independent, and upholding national culture and caring for the environment.

   • Education Unit Vision Indicators:
   1. Realize an effective and efficient learning process.
   2. Creating intelligent and competitive graduates.
   3. The realization of character education based on faith and piety.

4. Achieve independence through entrepreneurial activities and self-development.

5. The creation of learning citizens who uphold national culture.

6. Achieve the preservation of the school environment, free of pollution and prevention of environmental damage.

b. **Mission**

1. Carry out effective and efficient learning.

2. Carry out learning according to the demands of modern progress.

3. Improve character education based on faith and piety.

4. Fostering independence through entrepreneurial activities and self-development.

5. Develop the potential of school residents optimally towards national culture.

6. Realizing the preservation of the school environment, free of pollution and prevention of environmental damage.

c. **Goals**

The aim of National Education is to educate the life of the nation and develop the Indonesian human being as a whole, namely a human being who has faith and devotion to God Almighty, and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of social responsibility. and nationality. Meanwhile, the aim of secondary

education is to improve intelligence, knowledge, personality, noble character and skills to live independently and pursue further education.

3. **Organizational Structure of SMA Bakti Ponorogo**

Table 4.1 Organizational Structure of SMA Bakti Ponorogo

Headmaster	Ikhwanul Abrori, M.A
Deputy Head of Curriculum	Eny Sudarningsih, S.Pd
Deputy Head of Public Relations	R Daim Wibowo Budiharto, S.Pd
Deputy Head of Student Affairs	Ima Nurhidayati, S.S
Head of TU	Sri Wahyuningsih, SE

4. **Short Profile of SMA Bakti Ponorogo**

   a. **School Identity**

   1). School Name   : SMAS Bakti Ponorogo

   2). NPSN   : 20510142

   3). Education level: High school

   4). School Status : Private

   5). School Address: Jl. Batorokatong

      RT/RW   : 3/1

      Postal Code   : 63411

      Village   : Nologaten

      District   : Ponorogo

      Regency/City : Ponorogo

Province   : East Java

6). Geographical Position : Latitude -7.86137

Longitude 111.47695

b. **School Contact**

1). Telephone Number : 481374

2). Fax Number   : -

3). Email   : smabakti_ponorogo@yahoo.com

4). Website   : http://www.sma-bakti.sch.id

5. **The Development of Learning Speaking English at SMA Bakti Ponorogo**

The curriculum used at SMA Bakti Ponorogo, especially the tenth grade, is the independent curriculum. According to Riyanto, the independent curriculum is a curriculum that aims to free students from the shackles of the existing curriculum too theoretical and promotes learning that is more contextual and relevant to real life. Their curriculum approach emphasizes learning that accommodates students' individual needs and potential, as well as providing space for students' creativity and active participation in the learning process.[69]

At SMA Bakti Ponorogo, the learning facilities for English language subjects are designed by English teachers which have been adapted to the learning objectives to be achieved. The learning material

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[69] Riyanto, Y. (2019), "Kurikulum Merdeka: Tantangan dan Peluang Membangun Pendidikan di Era Digital. Prosiding Seminar Nasional Pendidikan", 2(1), 30- 36.

has been included in the core competencies and learning indicators in which the learning material is described including interactions between teachers and participants that involve embedding concepts, questions, and tasks.

B. Specific Data Description

The researcher presents research findings obtained from observations made during the learning process and interviews with students and English teachers in the tenth grade at SMA Bakti Ponorogo as the primary data source for this research.

The purpose of this research is to show the difficulties students face when speaking English and solutions to overcome these problems. Based on observation findings and interview results, researcher found that the majority of students had difficulty speaking English. There are several problems that students face when speaking English and solutions to overcome these problems.

1. The Students' Difficulties in Speaking English

To obtain information about difficulties in speaking English, researcher conducted observations and interviews. Through observation, researcher obtained data from tenth-grade students at SMA Bakti Ponorogo. This observation was carried out during English learning on 26 February 2024 until 04 March 2024 in the tenth grade of SMA Bakti Ponorogo. Researcher made observations four times. In this study, researcher used an observation list. Researcher carried out

checklist observations in the classes being observed. The following are some of the difficulties found by researcher, including:

a.   **Lack of Vocabulary**

Based on the results of observations, researcher found that students found it very difficult to use English even in simple sentences. There are several problems that researcher found during observation. When the researcher tried to talk to some of the students in English, they seemed to show difficulty answering questions. Then the researcher tried to ask about their problem, they answered that they could not pronounce words in English.

Based on observations on 25 February 2024, it was discovered that students in the tenth grade of SMA Bakti Ponorogo felt they were lacking in English vocabulary. Students lack vocabulary knowledge. Students can't think of anything to say because they lack practice. They feel unfamiliar with some of the vocabulary.

Researcher also conducted interviews to support observation data. Teacher and students were interviewed regarding the speaking difficulties faced by tenth-grade students at SMA Bakti Ponorogo. The data above is supported by the results of interviews with Sulis. Sulis stated:

"It was difficult because I didn't know what some words meant and of course, the vocabulary was still unfamiliar to me."[70]

The same thing was also conveyed by Marta, she explained that:

"There are some vocabulary words that I don't understand the meaning of."[71]

Apart from Sulis and Marta, other students also made the same statement. Alvin said:

"It is difficult to understand and say if the sentence or word is not in the dictionary."[72]

Students look at the words in the dictionary, if the word is not in the dictionary, students just ask the teacher and then the teacher explains. The results of observations made by researcher in tenth grade also prove this. Researcher found that students did not have a dictionary during learning activities that were used to look up the meaning of difficult English words. Additionally, the English teacher stated that:

"The main problem that most students face in speaking is a lack of vocabulary mastery. Memorizing vocabulary is the main obstacle faced by students in speaking. They have difficulty memorizing and take a long time to master it, especially long sentences. Students' vocabulary tends to be lacking. Their vocabulary knowledge in speaking English needs to be improved. Students have to study and practice a lot. Learning vocabulary is not only in books, nowadays there are many digital media that students can use as references, for example, YouTube, TikTok videos, and many more. If you have

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[70] See Transcript of Interview Number 02/I/07-03/2024
[71] See Transcript of Interview Number 02/I/07-03/2024
[72] See Transcript of Interview Number 02/I/15-03/2024

the intention to learn, students will be able to master a foreign language slowly."[73]

Based on checklist observation and interview transcripts with students and teachers regarding speaking difficulties, it was concluded that the main problem faced by most students was a lack of vocabulary mastery. Students' vocabulary knowledge in English needs to be improved.

b. Lack in Pronunciation

Based on the researcher observations on 25 February 2024, the results showed that students were still lacking in pronunciation. They have difficulty expressing things when speaking. Students feel afraid and not confident when asked to speak in front of the class. This is supported by the results of an interview with Sulis, who is a tenth grade student at SMA Bakti Ponorogo.

The results of the interview with Sulis stated that:

"I am still afraid of speaking English, afraid of saying something wrong."[74]

Apart from that, Alvin also said:

"It is difficult to understand and pronounce it if the sentence or word is not in the dictionary."[75]

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[73] See Transcript of Interview Number 01/I/04-03/2024
[74] See Transcript of Interview Number 02/I/07-03/2024
[75] See Transcript of Interview Number 02/I/15-03/2024

During interviews, some of his students stated that they had difficulty pronouncing certain English words. The same thing happens when they try to read texts in English. They struggle when they don't know how to pronounce the words. Even though they know how to pronounce it, sometimes they lack confidence.

This is also supported by the results of an interview with Mr Darul as English teacher who stated that:

> "There is some students' pronunciation that is still wrong. Students know what it means and they also know how to write, but they find it difficult to pronounce it. When they are asked to read, they tend to have difficulty. They feel nervous and embarrassed. Most of them are afraid that if they make a mistake in pronouncing words, their friends will laugh at them. Apart from that, they also rarely use English, both at school and outside of school, due to environmental factors, so they prefer to use their language (mother-tongue), Indonesian and Javanese. Regarding pronunciation, I don't put pressure on students, because they will automatically change what they hear correctly. Students also ask the teacher about the correct way to pronounce a word if they are not confident and then just start pronouncing it."[76]

While the researcher made observations during the learning process, the researcher found that students rarely used English both at school and outside of school. They prefer to use their mother tongue, Indonesian and Javanese. This is also supported by an interview with Aflah:

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[76] See Transcript of Interview Number 01/I/04-03/2024

"Sometimes I'm still embarrassed to say English sentences because I'm afraid of being laughed at by my friends."[77]

Apart from Aflah, Annisa also said:

"Sometimes I answer the teacher's questions in a mixture of Indonesian and English if I don't know how to pronounce them."[78]

Based on the observation checklist and interview transcripts with teacher and students regarding speaking difficulties, it was found that another difficulty faced by students in speaking was a lack of pronunciation. They cannot pronounce words or sentences correctly and do not know how to pronounce them. Apart from that, students prefer to use their language (mother tongue), Indonesian and Javanese.

c. **Poor in Grammar**

Based on the researcher observations on 04 March 2024, the results obtained were that students had poor grammar. Almost all students in the class have poor English grammar. Students experience difficulty in using grammar, especially in direct and spontaneous situations. This is supported by the results of interviews with several students, Annisa stated:

"I have difficulty especially when I forget the text, so I replace it with my own words which are not grammatically correct."[79]

[77] See Transcript of Interview Number 02/I/15-03/2024
[78] See Transcript of Interview Number 02/I/07-03/2024
[79] See Transcript of Interview Number 02/I/07-03/2024

Then Marta also stated:

> "I also still have doubts and don't know whether the grammar I am talking about is correct or there are still errors."[80] Aflah also emphasized that: "I don't know if the grammar I'm pronouncing is right or wrong."[81]

However, based on the researcher interview with Mr.

Darul, he said:

> "As for grammar, I don't think it matters. The most important thing is that they speak and understand what is being said. Because, in grammar, students don't know whether the language they use is wrong or right, so if students are brave enough to speak it is better. The important thing is that students are brave first, and their grammar problems can be improved slowly."[82]

Mr. Darul's statement is supported by the results of an

interview with Sulis, she stated that:

> "I can't form words well, so I have difficulty speaking."[83] Alvin also said the same thing, he explained that:"Still having difficulty using good and correct grammar."[84]

Based on observation checklist and interview transcripts

with students and teacher regarding speaking difficulties,

researcher also found that students felt poor in grammar. They

know what they are going to say and feel that the teacher will

tell them if they make a mistake.

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[80] See Transcript of Interview Number 02/I/07-03/2024
[81] See Transcript of Interview Number 02/I/15-03/2024
[82] See Transcript of Interview Number 01/I/04-03/2024
[83] See Transcript of Interview Number 02/I/07-03/2024
[84] See Transcript of Interview Number 02/I/15-03/2024

d. Fear of Mistake

Based on the researcher observations on 07 March 2024, the results showed that students were afraid of making mistakes when speaking. During the observation, the researcher observed that when the teacher asked one of the students to explain in front of the class, the student needed time or a pause to be able to come to the front of the class. After several minutes, the student finally dared to come to the front of the class to speak. Most students are like that because they are afraid to try to speak English, especially in front of the class.

This is supported by the results of an interview with Sulis who stated that:

> "I'm afraid of making a mistake if I speak, that's why sometimes I keep quiet."[85]

Annisa also stated that:

> "I was embarrassed and afraid, especially if the teacher asked me to speak in front of the class because I was afraid of saying something wrong."[86]

Apart from Sulis and Annisa, Marta also said:

> "I feel nervous because I'm afraid I'll make a mistake in pronouncing it."[87]

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[85] See Transcript of Interview Number 02/I/07-03/2024
[86] See Transcript of Interview Number 02/I/07-03/2024
[87] See Transcript of Interview Number 02/I/07-03/2024

Then Alvin and Aflah also said the same thing, they stated that:

"They are still afraid and not confident when asked to speak English, especially in front of the class."[88]

The results of the interview with Mr. Darul as an English teacher, he stated that:

"They are afraid to speak and make mistakes in their pronunciation. When it comes to speaking, girls are braver than boys. Boys tend to be quiet but attentive. Yes, that's the reason they are afraid of saying the wrong thing because they don't know the pronunciation. Regarding this, I do not blame them and do not force them and let them learn and practice naturally on their own."[89]

Based on observation checklist and interview transcripts with teacher and students regarding speaking difficulties, researcher found that students experienced problems with fear of making mistakes. This is shown by their fear of trying to speak English when they are required to come to the front of the class. Students are also afraid of making mistakes when explaining in front of the class in English.

e. **Shyness**

Based on observations made by the researcher on 15 March 2024, shows that students feel shyness when speaking

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[88] See Transcript of Interview Number 02/I/15-03/2024
[89] See Transcript of Interview Number 01/I/04-03/2024

English. This was seen during the observation process, students felt shy when asked by the teacher to speak, especially if the teacher asked one of the students to speak in front of the class. Initially, the students remained seated in their respective chairs and took several minutes to move to the front of the class. Students feel shy if their friends laugh at them because they said something wrong.

This is supported by the results of an interview with Sulis, she said:

> "Sometimes I'm embarrassed because I'm afraid of saying something wrong and being laughed at."[90]

Aflah also stated that:

> "I am embarrassed if I speak and my friends will make fun of me."[91]

Apart from that, Alvin also said that:

> "It's embarrassing if I say something wrong and my friends make jokes about it."[92]

The results of the interview with Mr Darul support that:

> "Students are shy and lack confidence when they are asked to speak English. The reason is, that they are afraid of being laughed at by their friends. For example, if there is one student who can speak English, everyone laughs. However, if the sentences are messy, that's okay."[93]

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[90] See Transcript of Interview Number 02/I/07-03/2024
[91] See Transcript of Interview Number 02/I/15-03/2024
[92] See Transcript of Interview Number 02/I/15-03/2024
[93] See Transcript of Interview Number 01/I/04-03/2024

Based on observation checklist and interview transcripts with teacher and students regarding speaking difficulties, the researcher concluded that the difficulties experienced by students were shyness. This embarrassment occurs when students are asked to come to the front of the class to explain or speak. They stutter and forget what to say. Students are also afraid of being laughed at by their friends because of their mistakes, especially when students are asked to speak English in front of the class.

2. **The Teacher's Solutions to Overcome the Students' Difficulties in Speaking English**

Through observations and interviews, researcher also obtain data about teacher's solutions to overcome students' difficulties in speaking English. To overcome students' difficulties in speaking English, students must practice a lot if they want to improve their speaking skills. Students must increase their vocabulary and learn how to pronounce it well and correctly.

The results of interviews with students show that the majority of students still experience difficulties speaking English related to vocabulary, pronunciation, poor in grammar, fear of making mistakes, and shyness. Meanwhile, to overcome students' difficulties in speaking

English, teachers have several solutions. Here are some solutions that
teacher's use to overcome these problems, including:

a. **Use Group Work**

Regarding the lack of vocabulary, teachers overcome this by
creating work groups. During the interview, the English teacher
stated:

> "The key is to often practice saying words or sentences in
> English. By creating work groups, students are expected to be
> motivated to learn."[94]

This is supported by the results of observations, researcher
found that teacher divided students into small study groups.
Students are then given some vocabulary words and asked to talk to
each other and present them in front of the class. This is expected to
help students expand their vocabulary and teach them not to feel too
embarrassed when asked to speak English in front of their friends.

b. **Repetition Techniques**

In terms of pronunciation, teachers use repetition techniques to
ensure students can understand how to pronounce English words
correctly. Students repeat words, phrases, and even entire texts. In
practice, teachers provide directions that students must follow. The
teacher pronounces the word or sentence correctly, then repeats the

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[94] See Transcript of Interview Number 01/I/04-03/2024

instructions over and over again. The results of the interview with

the English teacher Mr. Darul stated that:

> "Students correct their pronunciation by imitating it. Students listen to native speakers. They imitate scenes and dialogue. Once they imitate, they will get used to it on their own. They can also learn by themselves from YouTube, TikTok, and so on."[95]

Apart from listening to native speakers, students can also

practice on their own with digital platforms that provide content in

English which is certainly more interesting and not boring. That way

students feel interested and happy when learning to speak.

c. Increase Students' Concentration

Regarding poor grammar, teachers recommend always trying to

speak English without thinking about the grammar first. During the

interview, Mr Darul stated:

> "Let them concentrate by reading everything themselves. After everything is finished then analyze it. Then I will say what is wrong and what is right."[96]

Teacher also make students feel comfortable and believe that if

they make mistakes in speaking the teacher will certainly help. In

this way, teachers can certainly raise students' concentration by

creating a comfortable atmosphere so that students do not feel

nervous.

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[95] See Transcript of Interview Number 01/I/04-03/2024
[96] See Transcript of Interview Number 01/I/04-03/2024

d. Creates a Warm, Comfortable, and Relaxed Atmosphere When Teaching

To overcome the fear of making mistakes and shyness when speaking, teachers create a warm, comfortable, and relaxed atmosphere when teaching. The results of the interview with Mr. Darul as an English teacher, confirmed that:

> "We must build warm and good interactions between students and teachers. So, we create a comfortable and relaxed classroom atmosphere so that students don't feel nervous or afraid."[97]

Teacher create a comfortable and relaxed learning atmosphere. In this way, it is hoped that shy students will feel okay even though they also make mistakes. However, this is understandable because they are learning. Students also don't have to worry about poor grammar and pronunciation because of this. Mr. Darul further stated:

> "As I said before, that is by building a friendly and of course open class atmosphere."[98]

Teacher motivate their students. This shows that shyness can also be a source of students' main difficulties in learning. The teacher also does not scold students who are late for class or do not complete their homework, but the teacher asks questions in a friendly and wise manner. Teachers try to make the class friendly, warm, and open to

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[97] See Transcript of Interview Number 01/I/04-03/2024
[98] See Transcript of Interview Number 01/I/04-03/2024

students so that students feel comfortable when learning, especially when talking.

C. Discussion

In this section, the discussion is based on the findings which include students' difficulties in speaking English as well as solutions to overcome these difficulties.

1. The Students' Difficulties in Speaking English

Researcher found students' difficulties in terms of vocabulary. Vocabulary is basic knowledge of language skills of words or groups of words that have a certain meaning. Researcher found that students' vocabulary was still lacking because they tended not to memorize. Therefore, students' insight into English vocabulary needs to be further improved.

Apart from that, researcher also found that students did not actively speak English because they had difficulty pronouncing words. Students know how to write it but they don't know how to pronounce the word correctly.[99] If they know how to say it, they don't always have the confidence to say it. Because the pronunciation of vowels and consonants in Indonesian and English is very different. This difficulty

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

is caused because they rarely practice pronouncing it. So, their tongues are not yet used to pronouncing English correctly.

Another difficulty that researcher found was students' poor grammar. Grammar problems are also a factor that can affect students' speaking abilities. Researcher found that there are still many students who do not actively speak English because of their poor grammar. They don't know what they are going to say and whether they are making grammatical errors. Students are afraid to speak English because the grammar always confuses them. Therefore, students must also practice English grammar in order to speak English fluently.[100]

Based on the findings above, researcher found three difficulties experienced by students regarding speaking difficulties, namely lack of vocabulary, lack of pronunciation, and poor grammar. These three difficulties are in line with Juhana's theory which states that problems in speaking activities include lack of vocabulary, lack of pronunciation, fear of making mistakes, shame, anxiety, lack of confidence, lack of confidence, and lack of motivation.[101]

The next difficulty students face is the fear of making mistakes. Juhana revealed that one of the main reasons students hesitate to speak

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[100] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : p 121

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

English in class is their fear of making mistakes. Apart from that, this is also largely influenced by students' fear of being laughed at by students or other people and being criticized by their teachers. As a result, students usually stop participating or are less active in speaking activities. In this study, researcher found that students often experience difficulties when speaking English because they are still afraid of making mistakes and are embarrassed to say so. The majority of students are afraid to speak English if asked to come to the front of the class. Students need a break to come to the front of the class. This fear is related to the issue of correction and negative judgment. Students are afraid of being laughed at by friends and criticized by teachers if they make mistakes.

And the final difficulty students face is shyness. They feel embarrassed when asked to come to the front of the class. When students speak English in front of the class, they stutter and forget what to say. The data above also supports Juhana's theory that one of the most common phobias experienced by students is speaking English in front of other people. When students feel embarrassed, they may forget what to say.[102]

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

Two further findings discovered in this study were fear of mistakes and shame. According to Penny Ur's theory, students' speaking barriers are shyness, lack of self-confidence, and fear of speaking. Students feel worried about making mistakes, afraid of being criticized, and feel embarrassed when speaking.[103] Students also rarely use English, both at school and outside school. Students prefer to speak their language (mother tongue), Indonesian and Javanese.

Two further findings discovered in this study were fear of mistakes and shyness. In accordance with Penny Ur's theory, students' speaking problems are inhibition. Inhibition is when students feel worried about making mistakes, afraid of being criticized, and feeling embarrassed. Students also rarely use English, both at school and outside school. Students prefer to speak their language (mother-tongue), Indonesian and Javanese. This is also included in the difficulties faced by students as in the Penny Ur theory which states that: four types of problems in speaking activities consist of inhibition, nothing being said, and low or uneven use of the participant's mother tongue.[104]

In conclusion from the explanation of the findings above, the researcher found that the difficulties experienced by students in

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[103] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996. p 121

[104] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996.p 121

speaking English include a lack of vocabulary, lack in pronunciation, poor in grammar, fear of making mistakes, and shyness.

2. **The Teacher's Solutions to Overcome the Students' Difficulties in Speaking English**

There are many ways to solve English speaking problems. Students need to practice more if they want to improve their speaking skills. Researcher obtained data in this research through observation and interviews. Students have to practice a lot if they want to get better at speaking English.

Based on the Penny Ur theory, there are several difficulties experienced by students in speaking. Penny Ur stated that the types of problems in speaking activities consist of inhibition, nothing being said, and low or uneven use of participants.[105] This is proven by the results of interviews with students which show that the majority of students still experience difficulties in vocabulary, pronunciation, grammar, fear of making mistakes, and shyness. Below are several solutions that teachers use to overcome some of these problems, including:

a. **Use Group Work**

To overcome difficulties in terms of lack of vocabulary, teachers divide students into small groups. Students are asked to have a dialogue and then present it in front of the class. With this, students

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[105] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996.

are expected to be able to train students not to be embarrassed and of course increase students' vocabulary knowledge. Apart from that, teachers also always choose topics that interest them so that students don't get bored easily when studying.

The data above is in accordance with Penny Ur's theory which states that there are at least four ways to solve speaking problems, namely:[106]

1) Use Group Work

2) Base the activity in easy language

3) Give Some Instructions or Training in Discussion Skills

4) Keep Students to Speak the Target Language

Of the four points of Penny's theory, the data above is in accordance with the first point, namely using group work. Using group work can increase students' vocabulary knowledge as well as train students. Students will also get used to using English on their own.

b. Repetition Techniques

Second, to overcome deficiencies in pronunciation, teachers use repetition techniques. This is done so that students can pronounce words in English correctly. Students repeat words, phrases, and even entire texts. In practice, teachers provide directions that students

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[106] Ur Penny, *A Course in Language Teaching: Practice and Teory*. New York: Cambridge University Press, 1996 : 121-122.

must follow. Hamer's theory states there are many things students can do to help themselves, namely preparation, and repetition in large groups or small groups.

So, to overcome deficiencies in pronunciation, teachers use repetition techniques according to Harmer's theory.[107] By frequently repeating the pronunciation, it is hoped that students will get used to it and it will help improve students' memory of how to pronounce each word. Apart from that, students also become more confident because they are familiar with the word.

c. **Increase Students' Concentration**

Third, to overcome grammatical difficulties, teachers increase student concentration by creating a harmonious atmosphere. This is done so that students do not feel nervous. This is in accordance with Juhana's theory which states that first an emotional relationship needs to be built between teachers and students. Teacher should help students improve their concentration when learning English. Teacher must create a harmonious atmosphere that can reduce students problems.[108]

Here the teacher does not directly scold the student but corrects him. The teacher lets the students read everything themselves. After

[107] Harmer, J. (2007). The practice of English. In Language (FOURTH)., 346.
[108] Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tanggerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)., p 101.

everything is finished then analyze it. Then the teacher will say which one is wrong and which one is right. So, students feel more comfortable and confident that if they make a mistake in grammar the teacher will help them.

d. **Creates a Warm, Comfortable, and Relaxed Atmosphere When Teaching**

Finally, to overcome difficulties related to fear of making mistakes and shyness when speaking, teachers create a warm, comfortable and relaxed atmosphere when teaching. Teachers also create a friendly and open classroom environment. So, students will feel comfortable when speaking English.

The data above is in accordance with Juhana's theory which states that to overcome the fear of being wrong, it is first necessary to build an emotional relationship between the teacher and students. Second, teachers must help students improve their concentration abilities when learning English. And finally, teachers must create a harmonious atmosphere that can reduce student problems.[109]

So, it can be concluded that by doing this, shy and quiet students can feel fine even if they make mistakes when speaking. This way,

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[109] Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tanggerang, Banten, Indonesia). Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)., p 101.

students will also not worry about their poor pronunciation and grammar.

CHAPTER V

CLOSING

A. **Conclusion**

Based on the results of research in the tenth grade of SMA Bakti Ponorogo, researcher found that students' difficulties in speaking included such as: lack of vocabulary, lack on pronunciation, poor in grammar, fear of mistakes, and shyness. To overcome these difficulties, teachers have several solutions, including using group work, repetition techniques, increasing students' concentration, and creating a warm, comfortable, and relaxed atmosphere when teaching.

B. **Suggestions**

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

1. The Students

   The students are expected to improve their basic knowledge of English language skills and expand their vocabulary. In addition, students don't need to be embarrassed or afraid of making mistakes when speaking English.

2. The Teachers

   Teachers are expected to be able to choose speaking teaching materials that interest students. In speaking class learning, teachers must be more

active and innovative. Various teaching techniques and media must be used optimally during the learning process.

3. The Other Researchers

    Researcher hope that this research can be a guide for other researchers if they find similar problems regarding students' difficulties in speaking skills. It is also recommended for future researchers to find more difficulties faced by students. Future researchers are also advised to look for other solutions that they can use to overcome these difficulties.
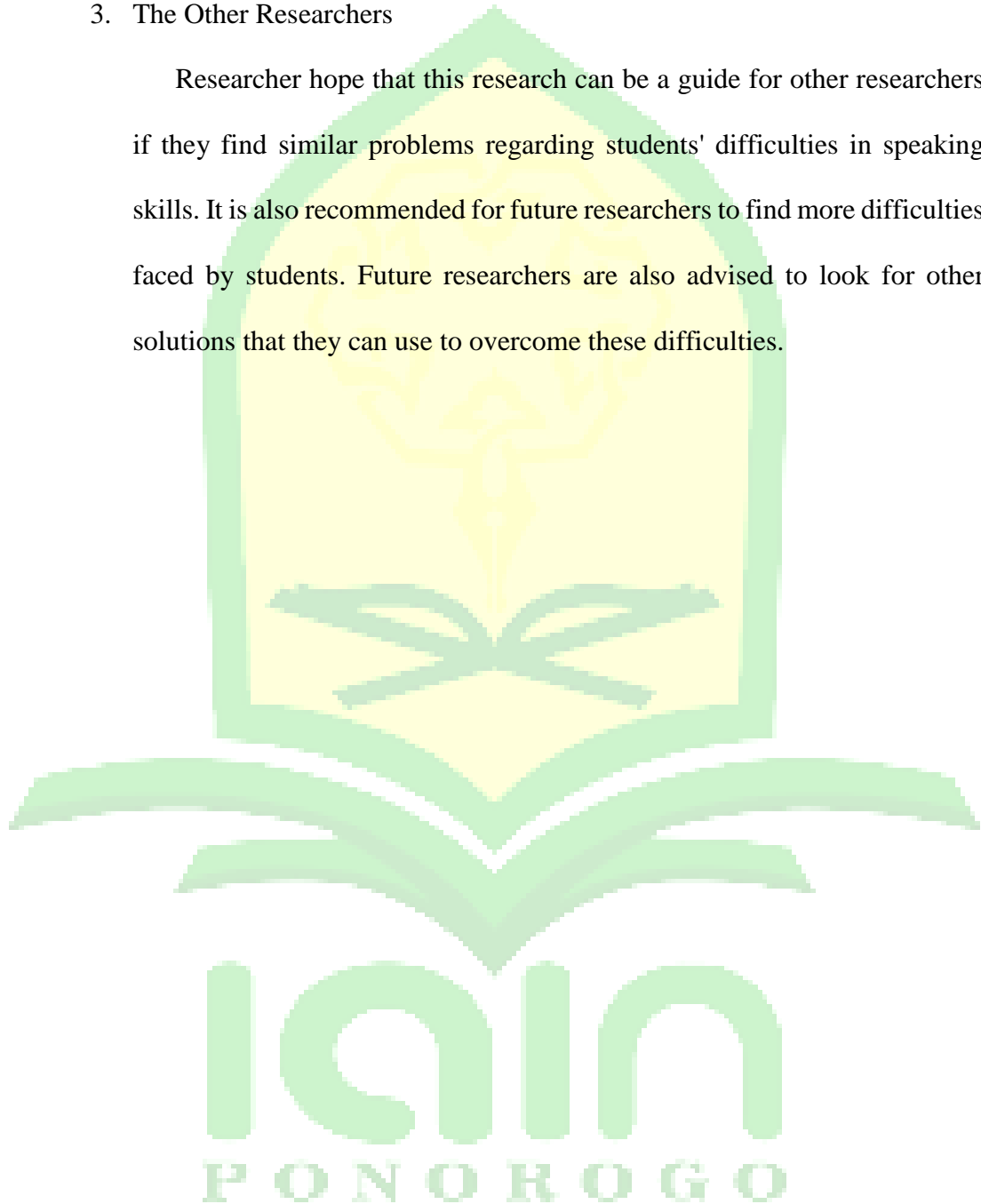
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APPENDICES