THE CHALLENGES IN SPEAKING ENGLISH OF THE EIGHT GRADE STUDENTS AT MTs DARUL FALAH SUKOREJO PONOROGO

THESIS

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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INTITUTE OF PONOROGO
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THE CHALLENGES IN SPEAKING ENGLISH OF THE EIGHT GRADE STUDENTS AT MTs DARUL FALAH SUKOREJO PONOROGO

THESIS

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

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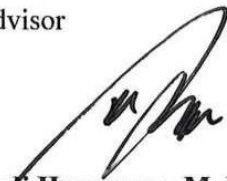STATE ISLAMIC INTITUTE OF PONOROGO
2024**

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LETTER OF AUTHENTICITY

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Title of the Thesis	: The Challenges in Speaking English of the Eighth at MTs Darul Falah Sukorejo Ponorogo

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, 25th October 2024

Sincerely,

Elfina Binti Damayanti

IAIN
PONOROGO

DEDICATION

Praise be to Allah SWT for bestowing His grace and guidance, so that I can complete this thesis. We do not forget to pray to the Prophet Muhammad SAW, who has brought us from the age of darkness to the era of bright light. His arrival has truly changed the world. A big thank you to:

1. My parents supported me in achieving my goals and emotionally in completing my scrimmage.

2. Thank you to TBI A 2020 friends who have supported and also helped in times of difficulty

3. As well as my closest friends who provide support, comfort, and become friends to share stories (Eka, Citra, Helda, Laila, Fajryn, Bela, and also Ni'ma)

4. Don't forget my good friends, who have accompanied me on the journey since junior high school (Erlika and Amanda) thank you for being playmates, telling stories, and also being the party who always supports and encourages me when start to lose my spirit.

Once again, thank you to all the parties that I cannot mention, for supporting and encouraging me to complete my thesis which is the last requirement for my graduation.

MOTTO

<div dir="rtl">

خَلَقَ الْإِنْسَانَ ۞ عَلَّمَهُ الْبَيَانَ ۞

</div>

"He created man, He taught him to be good at speaking."
(Q.S Ar – Rahman, [55]: 3-4)[1]

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[1] Q.S., Ar – Rahman, [55]: 3-4. Translation of the Religion Departement of the Republic of Indonesia, (2019)

ABSTRACT

Damayanti, Elfina Binti. 2024. The Challenges in Speaking English at MTs Darul Falah Sukorejo Ponorogo. Thesis, Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dedi Hasnawan, M.Pd.

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

Speaking in general is an act that generates and expresses thoughts, ideas, and feelings through articulation and structured and organized words. Speaking is an important skill in learning English because it requires more than just grammar and vocabulary. Speaking in English is also not easy for students. This is the same as the eighth grade of MTs Darul Falah Sukorejo Ponorogo. The students experienced challenges in speaking English. Therefore, students must learn and practice more.

The purpose of this study is to find out (1) the challenges that exist in students' speaking skills and (2) to find out the solutions that teachers use to overcome the challenges experienced by students in speaking English. To find out the problem, researchers use the theories of Jeremy Harmer and Gerald Kelly.

This study uses a qualitative approach and uses a descriptive qualitative design. The researcher used observation checklists and transcripts of student and teacher interviews. In this study, the researcher used non-participatory observations, the researcher only made observations. Participation came from eighth grade students of MTs Darul Falah Sukorejo Ponorogo. To analyze the data, the researcher used Miles and Huberman with data collection, data condensation, data presentation, and conclusion drawn/verification.

Based on the results of research in the eighth grade of MTs Darul Falah Sukorejo Ponorogo, researchers found that the challenges of students in speaking include: lack of pronunciation of students caused by lack of practice and environment, lack of vocabulary of students due to lack of training, poor grammar, lack of understanding of grammar sequence of students, and fear of mistakes of students because of fear of being ridiculed. To overcome these challenges, teachers have several solutions, including: using repetition techniques during learning or using tabs, writing new vocabulary during learning, giving examples of grammar that is formed by correcting without interrupting the flow of student speech, and giving positive affirmation and appreciation to students to increase self-confidence.

ABSTRAK

Damayanti, Elfina Binti. 2024. The Challenges in Speaking English at MTs Darul Falah Sukorejo Ponorogo. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Ponorogo. Pembimbing: Dedi Hasnawan, M.Pd.

Kata Kunci: *Berbicara Bahasa Inggris, Tantangan Berbicara, dan Solusi Guru*

Pengertian berbicara secara umum merupakan tindakan yang menghasilkan dan mengungkapkan pemikiran, sebuah gagasan, dan perasaan melalui artikulasi dan kata-kata yang terstruktur dan tertata. Dalam pembelajaran bahasa Inggris, berbicara merupakan salah satu kemampuan penting, karena membutuhkan lebih daru sekedar tata bahasa dan kosakata. Berbicara dalam bahasa Inggris juga bukan hal mudah bagi siswa. Hal ini sama dengan kelas delapan MTs Darul Falah Sukorejo Ponorogo. Para siswa mengalami tantangan dalam berbicara bahasa Inggris. Oleh karena itu, siswa harus lebih mempelajari dan berlatih.

Tujuan penelitian ini adalah untuk mengetahui (1) mengetahui tantangan yang ada pada keterampilan berbicara siswa (2) untuk mengetahui Solusi yang dilakukan guru untuk mengatasi tantangan yang dialami siswa dalam berbicara bahasa Inggris. Untuk mengetahui masalah tersebut peneliti mengunakan teori Jaremy Harmer dan Gerald Kelly.

Penelitian ini menggunakan pendekatan kualitatif dan menggunakan desain kualitatif deskriptif. Peneliti menggunakan daftar periksa observasi dan transkip wawancara siswa dan guru. Dalam penelitian ini, peneliti menggunakan observasi non-partisispan, peneliti hanya melakukan pengamatan. Partisipas berasal dari siswaa kelas delapan MTs Darul Falah Sukorejo Ponorogo. Untuk menganalisis data, peneliti menggunakan Miles dan Huberman dengan pengumpulan data, kondensasi data, penyajian data, dan penarikan Kesimpulan/verifikasi.

Berdasakan hasil penelitian dikelas delapan MTs Darul Falah Sukorejo Ponorogo, peneliti menemukan bahwa tantangan siswa dalam berbicara antara lain: kurangnya pengucapan siswa yang disebabkan kurangnya berlatih dan linkungan, kurangnya kosakata siswa karena tidak adanya pelatihan, tata bahasa yang buruk kurangnya pemahaman siswa meneganai urutan tata bahasa, dan rasa takut salah siswa karena takut diejek. Untuk mengatasi tantangan tersebut, guru memiliki beberapa Solusi, antara lain: menggunakan Teknik pengulangan pada saat pembelajaran berlangsung ataupin menggunakan tab, menulis kosakata baru pada saat pembelajaran berlangsung, memberi contoh grammar yang bentuk dengan mengoreksi tanpa memotong aliran pembicaraan siswa, dan memberi affirmasi positif serta apresiasi kepada siswa untuk meningkatkan rasa percaya diri.

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By offering praise and gratitude to the presence of Allah SWT, who has given abundant grace and health, so that the author can complete this thesis with the title "The Challenges in Speaking English of the Eight Grade Students at MTs Darul Falah Sukorejo Ponorogo", as one of the requirements to complete the Undergraduate Program (S1) of the Department of English Language Teaching at the State Islamic Institute of Ponorogo.

The author realizes that writing a thesis is still not perfect. Therefore, the author hopes that he will learn more in implementing the knowledge obtained. Thesis writing is also inseparable from various parties' guidance, input, and direction. Therefore, on this occasion, the researcher would like to express my deepest gratitude to:

1. Prof. Dr. Hj. Evi Muafiah, M.Ag., as the Rector of the State Islamic Institute of Ponorogo

2. Dr. H. Moh. Munir, L.c., M.Ag., as the Dean of the Faculty of Tarbiyad and Teacher Training, State Islamic Institute of Ponorogo

3. Dr. Esti Yuli Widayanti, M.Pd. is Head of the Department of English Language Teaching at the State Islamic Institute of Ponorogo

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6. Mr. Cahyo Widianto, S. Pd. I., as the principal OF MTs Darul Falah Sukorejo Ponorogo, and all teachers who have given permission and helped my research process at the school.

I hope that Allah SWT. Always affect His Grace and guidance to all of them. Hopefully, this thesis can be useful for all of us, Amen.

The researcher,

ElfinaBinti Damayanti
NIM. 204200017

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking English is one of the important skills that students need to master in the current era of globalization. English as an international language is often used in various contexts, from education, business, to intercultural communication.

However, although English has become part of the educational curriculum in many countries, including Indonesia. Speaking English is still a big challenge for students. Many students have difficulty speaking English, both inside and outside the classroom. Some factors that influence this difficulty include lack of self-confidence, limited vocabulary, fear of grammatical errors, and lack of opportunities to practice speaking in real-life situations. Apart from that, an environment that does not support the use of English in everyday life also affects students' speaking skills.

According to various studies, psychological factors such as anxiety and fear are one of the causes of discomfort in speaking English. This is exacerbated by teaching methods that focus more on reading and writing skills than speaking skills.

As a result, even though students have good reading comprehension and listening skills in English, students still often have difficulty expressing opinions and speaking fluently.

Learn to speak English not only in class, but also everywhere. In addition, habits can help to learn English, especially in speaking. Such as,

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listening to songs, using chat applications, or watching movies. With this habit students can improve their abilities. The skill of speaking in a pleasant and comfortable way, especially watching movies. When students watch English films, students can explore and enrich vocabulary, both formal and informal. When students have a lot of vocabulary students can use it for communication.

Speaking ability is one of the main skills in communication and plays an important role in social and professional interactions. In this context, English as an international language makes speaking skills even more crucial, because it functions as a bridge to convey ideas, thoughts and feelings to other people, both in the educational, work and daily life environments. Reasons why the ability to speak English is very important. As a means of effective communication, for social interaction, and to support other skills.

Thus, students have difficulty gaining proficiency in speaking English which can be found in secondary schools and even universities. Speaking skills in secondary schools are influenced by various factors such as lack of skills, students' vocabulary mastery, word formation, and others. Besides students' reluctance to practice speaking English in class, the fear of making mistakes arises. Students' fears are usually triggered by teasing from friends. Another thing that influences it is that the lack of a teaching environment also affects students' interest in learning. Teachers have to create a teaching environment that indirectly increases their own expenses. It is the school's job to ensure an optimal teaching atmosphere. Other

weaknesses are the lack of language laboratory facilities, which are gradually disappearing (non-existent), and the absence of a standard-compliant library.[2]

From the definition above, it can be concluded that in English learning activities, especially speaking skills, it is expected to run smoothly without obstacles or challenges, but in reality, challenges are often encountered in its implementation. Especially in the process of learning English, which is a foreign language and is one of the subjects required to be studied by students at every level of education.

B. Research Focus

The research focuses on student challenges in students' speaking skills that occur when English learning is carried out. Thus, this study focuses on students' speaking challenges and the solutions teachers provide to overcome the challenges faced by students in the implementation of the teaching and learning process in English classes.

C. Statements of the Problem

1. What are the challenges of speaking abilities in learning English in eighth grade of MTs Darul Falah?

2. What solutions can teachers provide to improve students' speaking skills in English learning in eighth grade of MTs Darul Falah?

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[2] Sariwati Muhamad1, Hariyanti Djafar2, "Barriers to English Language Education Study Program Students in their Speaking Ability, Especially in Speaking Subjects" in Wahana Pendidikan Scientific Journal, Vol. 6, No.4, December 2020 (North Maluku: 2020) Pg. 759

D. Objectives of the Study

1. To find out what challenges exist in speaking skills in the English language learning process in eighth grade at MTs Darul Falah.

2. To find out the solutions that the Eight grade English teacher at MTs Darul Falah has in overcoming the challenges experienced by students.

E. Significances of the Study

Can find out what challenges affect students' speaking abilities. Apart from this, you can find solutions on how to deal with the challenges felt by students when learning English.

F. Organization of the Thesis

The author divides the discussion of the thesis into five chapters. The first chapter is the introduction. In this chapter the author describes the background of the research, limitations of the research, formulation of the research problem, research objectives, benefits of research on students' speaking challenges and teacher solutions in overcoming students' speaking challenges.

In the second chapter, the author will describe the theoretical background. This chapter will explain about literature. The second chapter is the theoretical background. This chapter describes relevant literature that supports the research. It supports the research. The literature can be in the form of books, journals, articles and others. Then, the research review is included in this chapter as the author's insight in conducting the research. This chapter not only explains the supporting theories and previous

research, but also the framework that connects it to the research. The framework to connect it to the research that the author will do.

The third chapter is the research method. This chapter describes the general research plan, including research design, location and time of research, research data, data collection procedures, data collection techniques, data analysis techniques, research validity checks, and research stages.

The fourth chapter is the discussion. This chapter describes the results of the research collected through checklists and interviews with students and teachers conducted in the eighth grade of MTs Darul Falah Sukorejo Ponorogo.

The fifth chapter is the conclusion. This chapter contains conclusions regarding the research that has been conducted in the eighth grade of MTs Darul Falah Sukorejo Ponorogo.
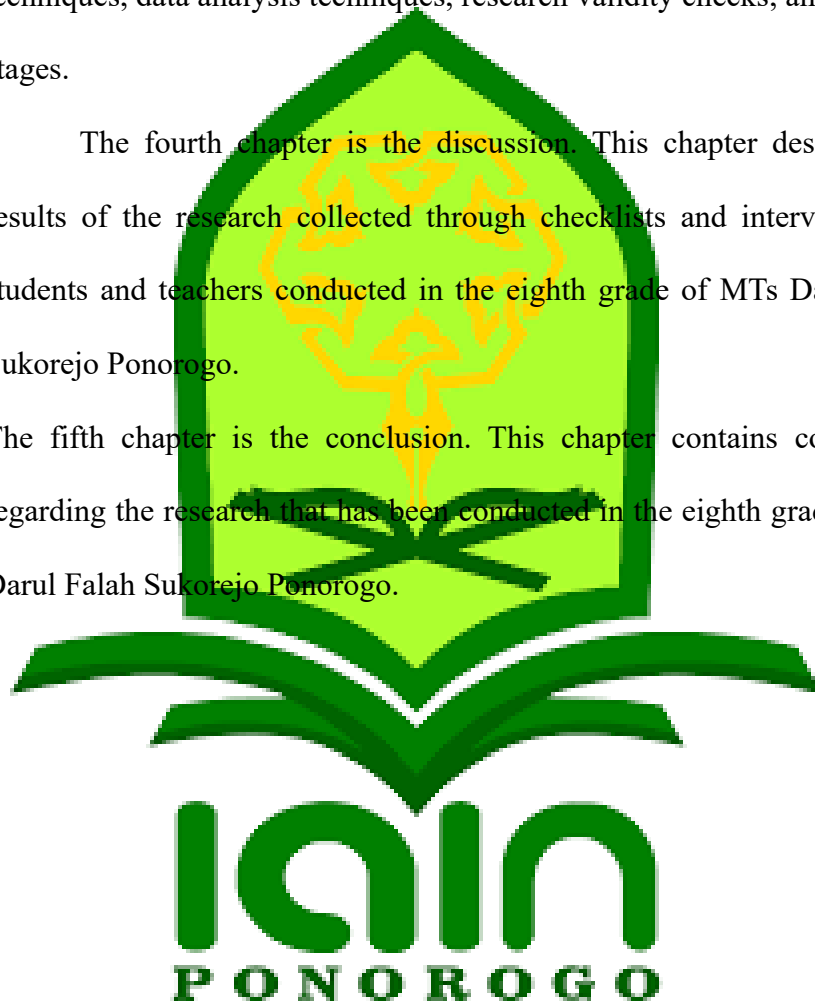
CHAPTER II

LITERATURE REVIEW

A. Theoretical Studies

1. Speaking ability

Speaking skills are productive skills that can be observed directly and without improvement. In other words, people easily judge us based on what they hear through the conversation process.

A person's speaking skills can be measured by how the ideas or information expressed reach the interlocutor, and can also be a supporting benchmark for speakers in improving speaking skills, which is one part of language skills.

a. Definition of speaking

The general definition of speaking is an action that produces and expresses thoughts, ideas and feelings through structured and organized articulation and words.[3] Speaking is one of the main forms of human communication and involves several components related to linguistic elements, paralinguistic elements, pragmatic elements and cognitive processes.

From several definitions of speaking according to experts, speaking is defined from various perspectives in the fields of linguistics, psychology and education. The definition of speaking

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[3] Iib Marzuqi, M.Pd, SPEAKING SKILLS (Surabaya: CV Istana, 2019), Pg. 01

from a linguistic perspective put forward by David Crystal, speaking involves the ability to produce language using appropriate pronunciation, grammar, vocabulary and discourse strategies.[4] From the perspective of Lev Vygotsky's cognitive psychology, speaking is a social activity that develops through interaction with other people, forming cognitive and linguistic development.[5] And from an educational perspective, Jeremy Harmer means that speaking is a skill that not only involves linguistic knowledge but also the ability to do it.[6]

According to Setyonegoro, speaking is the ability to communicate with the person you are speaking to.[7] Meanwhile, according to Rahmayanti, Nawawi, & Quro, speaking in general can be intended as a skill to convey one's ideas to other people using spoken language.[8] According to Hermawan, speaking skills are the ability to express articulatory sounds or words to express thoughts in the form of ideas, opinions, desires or feelings to the speaker's partner.

According to Brown, speaking is a complex productive skill that involves more than just producing words. Brown means that

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[4] Nur Ainun Siregar and Desvalini Anwar, "IMPLEMENTING LEARNING COMMUNITY STRATEGY TO IMPROVE STUDENTS SPEAKING ABILITY IN JUNIOR HIGH SCHOOL," n.d.

[5] Anton Yasnitsky, "Vygotsky, Lev," 2014, 843–45, https://doi.org/10.4135/9781483346229.

[6] Jeremy Harmer, The Practice of English Language Teaching, (London: Pearson Education Limited, 2001) third Edition, p. 269-270

[7] Agus Setyonegoro, "THE NATURE, REASONS, AND OBJECTIVES OF SPEAKING (Basics for Building Students Speaking Skills)". Vol. 3 No. 1 (Pen:2013)

[8] Agus Setyonegoro, "THE NATURE, REASONS, AND OBJECTIVES OF SPEAKING (Basics for Building Students Speaking Skills)". Vol. 3 No. 1 (Pen:2013)

speaking is a communication process that requires the ability to convey ideas, feelings, thoughts and information effectively in oral form, where interaction occurs between the speaker and the listener.[9]

Speaking includes several important elements such as:[10]

1) Meaningful communication: speaking is not just about using words, but also about how the message conveyed is meaningful to the listener.

2) Social function: speaking has a social function, meaning that when someone speaks, the speaker is not only trying to convey information but also build social relationships and interactions with other people.

3) Language components: speaking involves various language components, including grammar, pronunciation as well as the ability to adapt language to a particular situation or listener.

4) Cognitive and affective processes: speaking requires a fast thinking process, where the speaker must process ideas and organize them in a form that can be understood. Apart from that, the affective aspect of self-confidence also plays an important role, because it affects the ability to speak when nervous or anxious.

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[9] H. Douglas Brown, Principles of language learning and teaching,4th edition. (San Fransisco: Pearson Education,2000) P.
[10] Ibid, P

5) Interaction: speaking is not a one-way process, but a two-way process involving dynamic interaction between the speaker and the listener. Therefore, speaking also includes the ability to listen and respond, to create effective conversations.

Speaking is one of the important skills in learning English. In conveying ideas and ideas that are needed through speaking. The linguistic aspect is part of the activity of speaking with the person you are talking to in order to understand, understand and receive the message that will be conveyed or intended.

Speaking is a language skill that focuses on verbal interaction. It can generate, send or receive information accurately and smoothly. Speakers must pay attention to vocabulary, grammar and pronunciation.

b. Purpose of Speaking

Speaking is a way of conveying ideas or concepts in your mind and aims to convey feelings. According to Alfin, the general purpose of speaking is to be able to evaluate the communication effect of the thoughts conveyed effectively on the listener. Thus the purpose of someone speaking is to get a response from other people.[11]

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[11] Sariwati Muhamad and Hariyanti Djafar, ""Barriers for English Language Education Study Program Students in Speaking Ability, Especially in Speaking Subjects" Scientific Journal of Educational Vehicles, Vol. 6, No.4, December 2020 (North Maluku: 2020) Pg. 759

Speaking certainly has a goal that can be measured after the speaking process is complete. In this case, Setyonegoro believes that speaking aims to provide information to the interlocutor according to the needs of a communication process.[12] Apart from that, speaking also aims to help each individual manage their thoughts so that they produce the right impact or action.

In communication theory, the purpose of speaking is not just responding to the speech act events received, but has a broader purpose.[13] Humans can influence, persuade, provide information, express thoughts and many more purposes shown by various events.

According to Hermawan, the objectives of speaking skills for students are as follows:[14]

1) Ease of speaking, students must be trained to develop speaking skills so that they are confident in their pronunciation.

2) Clarity, to train students to be able to speak with clear articulation and precise pronunciation.

3) According to Hermawan, the objectives of speaking skills for students are as follows:

[12] Agus Setyonegoro, "THE NATURE, REASONS AND OBJECTIVES OF SPEAKING: The Basics for Building Students' Speaking Skills". Vol. 3 No. 1 (Pena:2013)

[13] Ibid,

[14] Muchlisin Riadi, "Speaking Skills (Definition, Goals, Types, Techniques and Assessment)" in https://www.kajianpustaka.com/2020/12/keterampilan-berbicara.html (accessed 26 October 2023, at 20.47)

4) Ease of speaking, students must be trained to develop speaking skills so that they are confident in their pronunciation.

5) Clarity, to train students to be able to speak with clear articulation and precise pronunciation.

The three general objectives of speaking according to Och and Winker and Keraf are as follows:[15]

1) Notify, Report

2) Entertaining, Entertaining

3) Persuade, Invite, Urge, Convince

There are many reasons why humans talk. Talking about what has been put forward, there are several reasons why humans talk. Why humans speak can be seen from the purpose of speaking. There are several purposes for humans to speak, including:

1) Expressing thoughts, feelings, imagination, thoughts, ideas and opinions.

2) Responding to the meaning of other people's conversations.

3) Want to entertain others.

4) Conveying information.

5) Persuade or influence others.

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[15] Samhana Taris, "APPLICATION OF THE STORY STORY METHOD TO IMPROVE STUDENTS' SPEAKING SKILLS IN THE AREA THEME OF MY LIVING SUBTHEME THE ENVIRONMENT OF MY LIVING CONTENT OF INDONESIAN LANGUAGE LESSONS IN CLASS IV MADRASAH IBTIDAIYAH HJ KAMISIH DURI BENGKALIS" in Thesis (SULTAN SYARIF KASIM RIAU STATE ISLAMIC UNIVERSITY PEKANBARU:2021)

Speaking with the aim of expressing thoughts, feelings, ideas and opinions is a form of speaking that is caused by an individual's internal encouragement.[16]

c. **Types of Speaking**

In general, speaking has 2 types, namely:

1) Monologue.

Brown states that a monologue is speaking in which a speaker uses language for a long time, for example in a speech, lecture/lecture, reading, news broadcast, and as intended by the speaker.[17]

2) Dialog.

This is different from a monologue. Nunan said that dialogue is speaking between two or more speakers.[18]

Apart from the two types of speaking that have been explained, there are other types of speaking proposed by Musaba,[19] Speaking skills can be divided into several types, including the following:[20]

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[16] Ibid, hal.76

[17] H. Douglas Brown, Principles of language learning and teaching,4th edition. (San Fransisco: Pearson Education,2000) P.

[18] David Nunan, Language Teaching Methodology: A Textbook for Teachers. (Prentice Hall, 1991)

[19] Zulkifli Musaba, Skilled at Speaking. (Yogyakarta: Aswaja Pressindo)

[20] Muchlisin Riadi, "Speaking Skills (Definition, Goals, Types, Techniques and Assessment)" in https://www.kajianpustaka.com/2020/12/keterampilan-berbicara.html (accessed 26 October 2023, at 21.20)

1) Storytelling

Storytelling is telling a story orally. This habit of telling stories is often found in various regions in Indonesia. In the past, storytelling activities were much more lively, compared to today. Storytelling activities among Javanese residents from several other regions are also familiar with activities in the form of wayang performances performed by the community using their instruments. Many other regions know this storytelling activity with different names and methods. The storytelling activities mentioned here are more traditional in nature, passed down from generation to generation.

2) Debate

The term debate also seems to be quite familiar to the public. Sometimes there is an expression for someone who likes to argue, so they are called a person who likes to debate or is good at debating. Debate is actually similar to dialogue. Debating means exchanging ideas openly to discuss which still has advantages and disadvantages by paying attention to certain laws and regulations.

3) Discussion

The term deliberation is quite well known, especially among educated circles. For higher education circles, discussions are a normal activity. Discussion is defined as

13

a scientific meeting aimed at exchanging ideas about a problem.

4) Interview

An interview is a question-and-answer activity and answers from someone who must be asked for an opinion about something that will be published in a newspaper, broadcast on radio or shown on television. a television. The term interview is no longer foreign to the public. Interviews are similar to dialogues. However, interviews tend to activate respondents more. The people interviewed are of course very diverse, they could be experts or sources, they could also be simple people.

5) Speeches an lectures

Speech is an activity of speaking or making a speech to express an opinion, provide insight into something. Meanwhile, a lecture is the activity of speaking in public under certain circumstances, for a purpose and in front of a certain audience.

d. **Speaking Skill Techniques**

According to Oetomo, there are several speaking techniques that must be mastered to gain speaking abilities or skills, namely as follows:[21]

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[21] Oetomo. Practicing Speaking Skills. (On line: www.bahana-magazine.com, 2015)

1) Good speaking technique

Speak kindly to everyone. Words or articulations must be clear to avoid miscommunication. Also pay attention to word choice. Even though the intention is good, if you say the wrong thing then the goal will not be achieved. Make eye contact with the person you are talking to. When talking to your boss, try to focus. Speak as needed. Don't digress so that the point is not clear. If your boss provokes you to discuss a colleague's personal problems, as a professional subordinate you should speak diplomatically.

2) Public speaking techniques

Public speaking is not about talent. This ability can be trained with confidence and mastery of the conversation material.

e. Speaking Skills Assessment Factors

According to Arsjad and Mukti, there are two factors that speakers must pay attention to in acquiring speaking skills effectively and well, namely linguistic factors and non-linguistic factors. The explanation of the two factors for assessing speaking skills is as follows:[22]

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[22] Arsjad M, and Mukti, Developing Indonesian Speaking Skills (Jakarta: Erlangga)

1) Linguistic Factors

Linguistic factors as an assessment of a person's speaking skills include the following:

a) Accuracy of speech. A speaker must get used to pronouncing language sounds correctly. Improper or defective pronunciation of language sounds will cause boredom, be less enjoyable, or less interesting, or at least can distract the listener's attention. The pronunciation of language sounds is considered defective if it deviates too far from the normal spoken variety. So, it attracts too much attention, interferes with communication, or the use (of the speaker) is considered strange.

b) Appropriate placement of pressure, tone, joints and duration. Appropriateness of stress, tone, joints and duration is a special attraction in speaking, sometimes even a determining factor. The accuracy of the issues discussed and the appropriate duration will be more interesting. On the other hand, if the delivery is flat, it will almost certainly cause boredom and the effectiveness of speaking will certainly decrease.

c) Word choice (diction). Word choices should be precise, clear and varied. Clearly the meaning is easy to understand by the target audience. Listeners will be more stimulated and will understand better if the words used are words that are already

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known to the listener. Listeners will be more interested and enjoy listening if the speaker speaks clearly in the language they master, in a meaning that truly belongs to them, both as an individual and as a speaker. Apart from that, the choice of words is also adjusted to the subject of discussion.

d) Accuracy of conversation targets. This concerns the speaker's use of sentences that use effective sentences that will make it easier for listeners to understand what they are talking about. The order in which this sentence is spoken has a huge influence on the effectiveness of the delivery. A speaker must be able to compose effective sentences, sentences that hit the target, so that they are able to create an influence, leave an impression, or cause consequences.

2) Non-linguistie Factors

Non-linguistie factors as an assessment of a person's speaking skills include the following:

a) A natural, calm, and not stiff attitude. A speaker who is uneasy, lethargic and stiff will certainly give an unattractive first impression. From a normal attitude, the speaker can actually show his authority and integrity. Of course, this attitude is determined by the situation, place and mastery of the material.

b) The gaze should be directed at the interlocutor. So that the listener and speaker are truly involved in the speaking

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activity, the speaker's views must match. Listeners who only focus on one direction will cause listeners to feel less cared for.

c) Willingness to respect other people's opinions. In conveying the contents of a conversation, a speaker should have an open attitude in the sense of being able to accept the opinions of other parties, being willing to accept criticism, being willing to change his opinion if it turns out to be wrong.

d) Appropriate gestures and expressions. Appropriate gestures and expressions can also support speaking effectiveness. Apart from being under pressure, important things are usually also supported by gestures or expressions. This can enliven communication, meaning it is not stiff. But excessive movements will interfere with speaking effectiveness.

e) The right loudness. The loudness level is of course adjusted to the situation, place, number of listeners, and acoustics. But it's important not to shout. adjust the volume so that all listeners can hear it clearly, keeping in mind the possibility of interference from outside.

f) Moothness. A speaker who speaks fluently will make it easier for listeners to understand the content of his conversation. Often a person hears a speaker speak disjointedly, and even between the disjointed parts certain sounds are inserted which are very disturbing to the listener,

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for example inserting the sounds a, i, u, e and o. On the other hand, a speaker who speaks too quickly will also make it difficult for listeners to grasp the main points of what they are talking about.

g) Relevance or Reasoning. Ideas for ideas must be related to reality. The thought process to arrive at a conclusion must be clear. This means that the relationship between the parts of a sentence and the relationship between sentence and sentence must be clear and related to the subject of discussion.

h) Mastery of the topic. Formal talks always require preparation, the aim is none other than so that the chosen topic is truly mastered. Mastery of topics that will foster courage and fluency. So, mastery of this topic is very important, in fact it is the main factor in speaking.

f. **Speaking aspect**

Speaking is a form of communication that has several elements. According to Brown, speaking is a complex verbal communication skill involving vocabulary, grammar, intonation or pronunciation, and appropriate social context. [23]

1) Pronunciation

Pronunciation is the way in which language sounds are produced and articulated to convey meaning. Pronunciation includes aspects such as intonation (rising and falling of tone),

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

word stress (syllable stress), rhythm, as well as the articulation of individual sounds (phonemes). Good and correct pronunciation will make communication easier because it is easy to understand and clear.

According to Kelly, pronunciation is the use of various sound components, including consonants, vowels, intonation and word stress. Kelly also emphasized that teaching pronunciation should be an important part of language teaching, because pronunciation errors can cause misunderstandings even though grammar and vocabulary are correct.[24]

2) Vocabulary

Vocabulary is a collection of words owned by a person that is used in a particular language. Vocabulary includes the meaning, how to use, and forms of words that enable someone to communicate effectively. According to Hatch & Brown, vocabulary is a list of words that a person knows or uses to communicate. Vocabulary is acquired through various means such as listening, reading, or studying directly.[25]

3) Grammar

Grammar is a rule that regulates the structure and use of words in a language. Grammar includes how words are formed, connected, and arranged to produce a clear and coherent

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[24] Gerald Kelly. How to Teach Pronunciation (Longman,2000)
[25] Hatch, E., & Brown, C. Vocabulary, Semantics, and Language Education (Cambridge University Press,1995)

meaning. Grammar itself includes several aspects such as morphology (word form), syntax (sentence structure), phonology (language sounds), and semantics (meaning).

According to Harmer, grammar is a description of how language works and how language elements, such as words and phrases, are organized into sentences. Harmer also emphasized that grammar is important in language learning because it helps students understand and produce structurally correct sentences.[26]

4) Language Comprehension

Language comprehension is a person's ability to interpret, process and understand messages conveyed through spoken or written language. Language comprehension involves the ability to understand vocabulary, grammar, context, and implicit meaning in communication. This process includes how to understand the whole, understand the relationship between sentences, and the speaker's intentions.

Meanwhile, according to Harley, language understanding is a complex mental process, where speakers and listeners work actively to understand meaning based on grammatical structure, vocabulary and situational context. Harley emphasized that understanding language is not just a matter of the process of

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[26] Jaremy Hermer. The Practice of English Language Teaching, 3rd edition (Longman, 2001)

understanding word for word, but also how information is managed at a higher level.[27]

2. **Challenges**

a. **Definition of challenge**

In general, a challenge is a situation or condition that requires effort, thinking, or special skills to overcome. Challenges can appear in many forms and in various aspects of life, such as education, work, interpersonal relationships, or personal development.

A challenge can be defined as a condition or situation that requires someone to put in more effort, show their best abilities, or find creative solutions to overcome existing difficulties or obstacles.

In the Cambridge Dictionary, challenge is defined as something that requires mental, mental and physical effort to be successful and able to test a person's abilities.

b. **Speaking English challenges**

Speaking English, especially as a foreign language, presents a series of theoretical challenges. These challenges are rooted in various linguistic, psychological, and interactive factors in the teaching and learning process.[28] Here are some theoretical challenges of speaking English:[29]

[27] Harley, T. A. The Psychology of Language: From Data to Theory (Psychology Press,2001)
[28] Jaremy Hermer. The Practice of English Language Teaching, 3rd edition (Longman, 2001)
[29] Ibid,

1) Lack of Pronunciation

Fluency in English pronunciation is one of the important aspects of speaking English. Students' pronunciation challenges can include:

a) Difficulty pronouncing sounds or phonemes that do not exist in the student's native language (for example, the /θ/ sound as in "think").

b) Use of inappropriate intonation, which can change the meaning of the sentence.

c) The influence of the mother tongue accent that makes words difficult for native speakers to understand.

2) Lack of Vocabulary

Vocabulary is often a challenge for students when speaking because of the limited vocabulary they have. Vocabulary challenges include:

a) Inability to find the right words to express ideas.

b) Wrong use of words due to lack of understanding of the meaning of words.

c) Repeating the same words due to limited word choice.

3) Poor in Grammar

Errors in grammar often become a barrier to students' English speaking. These challenges include:

a) Incorrect use of tense (for example, using the present tense to describe events in the past).

b) Errors in sentence structure (for example, incorrect word order).

c) Inability to use complex sentence constructions.

4) Anxiety and Self Confidence

Anxiety is a psychological factor that often affects students' ability to speak English. This anxiety can be caused by:

a) Fear of making mistakes.

b) Shyness or lack of confidence when speaking in front of other people.

c) Lack of experience speaking in real situations.

d) Pressure from the classroom environment, especially when speaking in front of friends or teachers.

5) Cultural and Intonation differences

The influence of your native language is a common challenge in learning English, especially in terms of:

a) Use sentence structures or grammar that are similar to your mother tongue.

b) Saying words with the intonation or accent of your mother tongue.

c) Translates phrases directly from the native language, resulting in unnatural sentences in English.
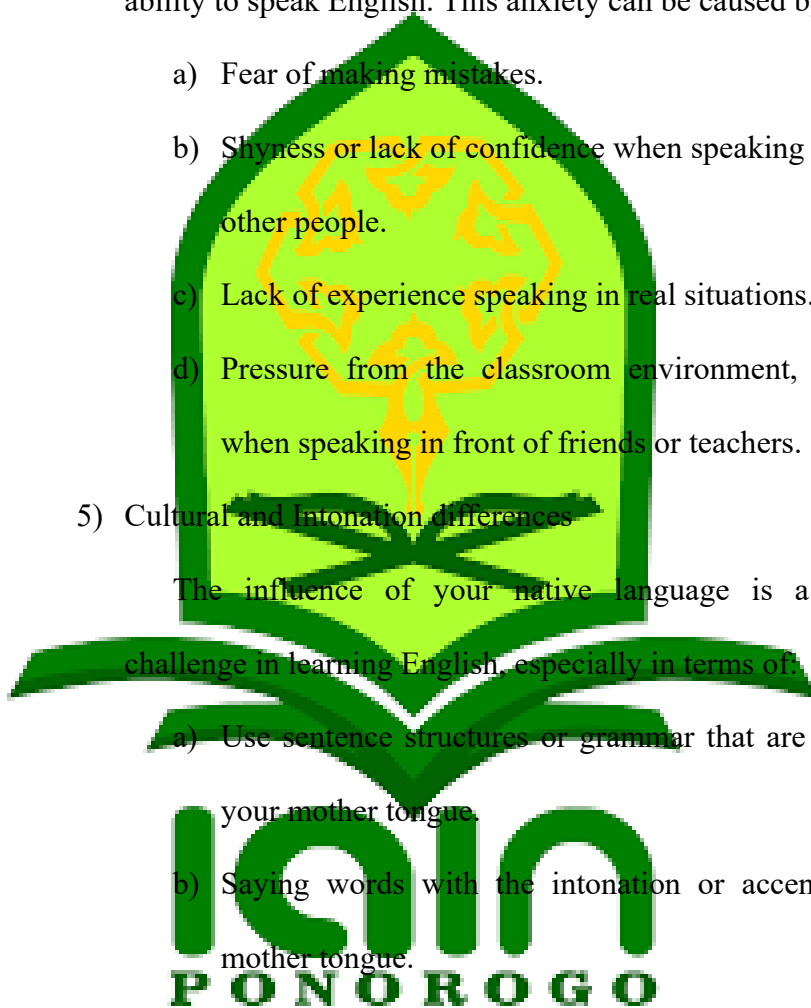
6) Lack of fluency

Speaking fluency relates to a student's ability to speak without long pauses or unnecessary repetition. These challenges can be caused by:

a) Nervousness or fear of making a mistake.

b) Lack of speaking practice in real contexts.

c) Difficulty remembering words or phrases when speaking.

7) Lack of context awareness

Students often experience difficulty in adapting their speaking style according to the context of the situation, such as:

a) Using formal language in informal situations, or vice versa.

b) Ignore idiomatic expressions or special phrases used in certain contexts.

c) Difficulty understanding implicit meaning in conversation.

8) Lack of motivation

Motivation is a key factor in language learning. This challenge arises when:

a) Students do not have a clear goal or interest in learning English.

b) Lack of positive experience in speaking English.

c) Speaking activities in class are not interesting or relevant for students.

9) Problems listening

Listening often affects students' speaking abilities. These challenges include:

a) Difficulty understanding different accents.

b) Inability to follow fast conversations.

c) Difficulty grasping the meaning of words spoken incoherently.

10) Lack of communication strategy

Communication strategies include techniques that students use when they encounter difficulties in speaking, such as:

a) Replace words they don't know with synonyms.

b) Using gestures or body language to explain meaning.

c) Repeat or change sentences to clarify.

Meanwhile, other challenges in speaking skills that are often experienced by students for whom English is essentially a foreign language are:

1) Phonological Challenges[30]

a) Pronunciation and accent: English has a wide variety of consonants and many of them may not exist in the speaker's native language. Stress and intonation patterns in English can also be very different from other languages.

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[30] Gerald Kelly, How to Teach Pronunciation. (Longman,2000)

b) Phonemic differences: Phoneme variations between English and language can cause difficulties. For example, speakers whose first language cannot differentiate the sounds /r/ and /l/ may have difficulty pronouncing them correctly in English.

2) Grammar Challenges

   a) Syntax and sentence structure: English syntax can be complex, with specific word order, use of auxiliaries, and varied word forms. Non-native speakers often struggle with these aspects.[31]

   b) Morphology: English has a rich system of morphological rules, including conjunctions, verbs, pluralization, and the use of prefixes and suffixes, which may be difficult for learners.[32]

3) Lexical Challenges

   a) Vocabulary Acquisition: English has an extensive vocabulary with many synonyms, homophones, and words borrowed from other languages. This can be burdensome for students.[33]

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[31] Thornbury, S. How to Teach Grammar. (Longman,1999)

[32] Swan, M., & Smith, B. Learner English: A Teacher's Guide to Interference and Other Problems. (Cambridge University Press, 2011)

[33] Nation, I. S. P. Learning Vocabulary in Another Language. (Cambridge University Press, 2001)

b) Idiomatic Expressions: English is full of idioms, phrasal verbs, and colloquialisms that don't translate directly, creating challenges in understanding and usage.[34]

4) Psychological Challenges[35]

a) Language Anxiety: Fear of making mistakes and being judged can hinder a learner's ability to speak confidently.

b) Cognitive Load: Managing the cognitive load of translating thoughts from native language to English can slow down speech and cause hesitation.

5) Socio-Cultural Challenges[36]

a) Cultural Differences: Understanding and using cultural references, humor, and social norms appropriately in conversation can be difficult.

b) Pragmatic Competence: This involves the ability to use language effectively in context, including understanding indirect speech acts, politeness strategies, and varying degrees of formality.

6) Pragmatic Challenges and Discourse[37]

a) Turn Taking and Interruptions: Different cultures have different conversational norms, which can lead to misunderstandings in turn taking and interruptions.

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[34] McCarthy, M., & O'Dell, F. English Idioms in Use. (Cambridge University Press:2002)

[35] Horwitz, E. K., Horwitz, M. B., & Cope, J. Foreign Language Classroom Anxiety. (The Modern Language Journal,1986)

[36] Kramsch, C. Language and Culture. (Oxford University Press,1998)

[37] Brown, G., & Yule, G. Discourse Analysis. (Cambridge University Press,1983)

b) Coherence and Cohesion: Building logically coherent and cohesive speech can be difficult without a solid understanding of discourse markers and connectors in English

7) Linguistic Relativity[38]

Sapir-Whorf Hypothesis: This hypothesis states that the language one speaks influences one's perception of reality. Speakers of different languages may find it difficult to express certain concepts in English because their native language frames those concepts differently.

8) Interlanguage Development[39]

a) Fossilization: Learners may reach a plateau where their interlanguage (the evolving linguistic system built by the learner) atrophies and contains persistent errors.

b) Transfer Error: This occurs when structures from a speaker's first language are applied incorrectly into English.

Apart from the challenges above, there are other challenges experienced by students in speaking English such as:

a. Challenges that are often encountered in the learning process include:

1) Challenges in the learning process

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[38] Lucy, J. A. Linguistic Relativity. (Cambridge University Press,1997)
[39] Ellis, R. Second Language Acquisition. (Oxford University Press:1997)

In the learning process students have problems such as a lack of media to develop skills.

2) Study Time Challenge

The first challenge that must be faced when learning English is time constraints. Limited study time in class is also a challenge for students because of the lack of time to pursue learning.

3) Students' perception that English is difficult

Students think that English is a foreign language that students only learn in the school environment.

Challenges that must be faced when learning English speaking skills such as:[40]

1) Lack of Self-Confidence

The next challenge comes from internal factors. Feeling inferior because you are never proficient in English even though you have studied intensively

2) Lots of Vocabulary to Learn

English is known to have a lot of vocabulary. We can find everything from formal, casual, to slang vocabulary in this language. It's no wonder that many people feel confused when studying it.

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[40] Writing team, "Challenges That Must Be Faced When Learning English" in https://esqcourse.com/tantangan-yang-harus-dihadapi-ketika-belajar-bahasa-inggris/ (accessed October 29, 2023, at 11.57)

Overcoming these challenges requires a multifaceted approach, combining formal teaching, practical experience, and cultural immersion.

b. Solutions to Overcome Students' Speaking English Challenges

Every challenge has a way to overcome it. Hermer stated several solutions to overcome students' English-speaking challenges such as:[41]

1) Lack of pronunciation

Pronunciation is often a problem, especially for students who worry about sounding unnatural and mispronouncing vocabulary. To overcome this:

a) Pronunciation practice: The teacher provides special sessions for pronunciation training using listening, imitating and repeating techniques.

b) Use of audio or video recordings: Students listen to native speakers through recordings to improve accent and intonation.

2) Lack of vocabulary

Harmer emphasized the importance of targeted vocabulary teaching to enrich students' speaking abilities.

a) practice writing vocabulary in context (lexical approach): Harmer suggests that students should write sentences that use new vocabulary, so that students get used to it.

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[41] Jaremy Hermer. The Practice of English Language Teaching, 3rd edition (Longman, 2001)

b) Mind map writing (building a network of meaning): Teachers can ask students to write words related to one main theme. This activity is to expand vocabulary but also provides a visual reference that helps students remember vocabulary.

3) Poor in grammar

Students find it difficult to express themselves due to the inability to use proper grammar.

a) Providing clear examples: the teacher provides examples of the correct use of grammar by providing example sentences that are meaningful and relevant to students.

b) Error correction: When students make grammatical errors in conversation, teachers can model correct usage through natural conversation without interrupting the student's flow of speech. This allows students to learn indirectly from the teacher's example.

4) Anxiety and lack of confidence when speaking

Many students feel anxious, nervous, or embarrassed when they have to speak English in front of other people. This hinders students' ability to practice speaking effectively. Solution to overcome this.

a) Creating a supportive environment: Teachers must create a comfortable classroom atmosphere and support students to

feel safe when making mistakes without fear of being overly criticized.

b) Small group practice: The teacher asks students to work in small groups, students feel more comfortable because the pressure is lower than speaking in front of a full class.

c) Achievement-based affirmation: the teacher gives praise or recognition for students' efforts in speaking, even if they make mistakes.

d) Avoiding negative correction: if students make a mistake the teacher uses verbs like, "That's great for you to use this tense! Just needs a little adjustment. But your efforts have been very good."

5) Mother Tongue Differences

In the context of teaching English, cultural differences and intonation are two factors that can be a significant challenge for students, especially students who have cultural backgrounds that are different from the culture of English.

a) Use of relevant material: using videos, films or audio recordings that show intercultural social interactions, conversations between people with different cultural backgrounds. This will give students the opportunity to observe how language and culture are intertwined in everyday conversation.

b) Create role play exercises that require students to adapt their intonation to different contexts and situations. For example, role-playing in formal situations (such as a job interview) or informal situations (such as talking to a friend). The teacher can provide feedback on the intonation used in the conversation.

6) Lack of fluency

    a) Free Speaking Practice: Using free speaking activities such as group discussions or storytelling without many interruptions.

    b) Limited Time Practice (Timed Speaking): Do speaking practice with a time limit to help students speak more quickly and spontaneously.

    c) Use of Interesting Topics: Choose discussion topics that are relevant and interesting to students so that they are more motivated to speak.

    d) Repetition Drills: Repeating the same sentence several times to improve fluency.

7) Lack of context awareness

    a) Situation-Based Teaching: Using role-play or simulations of real situations to help students understand the difference between formal and informal situations.

    b) Contextual Discussions: Hold discussions about different situations (e.g., talking to a friend vs. talking to a boss).

    c) Teaching Expressions and Phrases: Teaching phrases or expressions typical for formal and informal contexts.

    d) Practice with Authentic Dialogue: Use authentic dialogue from films or podcasts to demonstrate language variations used in different contexts.

8) Lack of student motivation

Some students may feel unmotivated to speak English because they feel the topic is less relevant or interesting.

    a) Use of interesting material: teachers must provide topics and material that are relevant and interesting to students, so that students are more motivated to engage in conversation.

    b) Linking to students' interests: when the content or topic of conversation matches students' interests, so that students participate more actively.

9) Problems listening

    a) Focused Listening Practice: Use listening practice to focus on key words or intonation.

    b) Use of Varied Audio Material: Introduces students to a variety of accents and speaking rates to improve their understanding.

    c) Active Listening Techniques: Teach students active listening strategies, such as taking notes or summarizing main points.

    d) Dictation Practice: Use dictation practice to help students hone listening and pronunciation skills.

10) Lack of communication strategy

    a) Teaching Communication Strategies: Teaching strategies such as paraphrasing, using synonyms, and asking for clarification when students don't understand something.

    b) Gesture Practice: Teaches students how to use gestures or body language to help with communication.

    c) Real Conversation Simulations: Use conversation simulation exercises to help students practice communication strategies.

    d) Repetition and Reformulation Exercises: Ask students to repeat or change their sentences when there is difficulty in conveying the message.

Apart from the solutions above, there are several other solutions to students' speaking challenges, such as:

1) Phonetic Training: Using phonetic tools and listening exercises to improve pronunciation.[42]

2) Grammar and Vocabulary Practice: Regular practice through reading, writing and speaking activities.[43]

3) Conversation Practice: Engage in real-life conversations with native speakers.[44]

4) Language Immersion: Surrounding oneself with English through media, social interactions, and cultural experiences.[45]

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[42] Kelly, G. How to Teach Pronunciation. (Longman,2000)
[43] Nation, I. S. P. Learning Vocabulary in Another Language. (Cambridge University Press,2001)
[44] Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching. (Cambridge University Press,2001)
[45] Lightbown, P. M., & Spada, N. How Languages Are Learned. (Oxford University Press,2013)

5) Build Confidence: Create a supportive environment to practice speaking without fear of making mistakes.[46]

6) Cultural Learning: Gain insight into the cultural context of English-speaking countries to improve pragmatic competence.[47]

From the description of the obstacles and obstacles in students' speaking skills in English language learning, teachers can find appropriate ways to help students improve their speaking skills. The method that can be used to improve students' speaking skills is by creating a comfortable and conducive environment so that students can improve their learning methods.

Several of these problems must be anticipated well so that students can improve their abilities. In its implementation, teachers need patience and persistence. Therefore, these challenges and obstacles also need to be taken seriously.

B. Previous Research Findings

Research results from international journals "The Students' Challenges In, Speaking English at MTs Al Washliyah Kolam". One of the most important skills students must learn in studying English as a Foreign Language (EFL) is speaking. By mastering speaking skills, students can express their ideas during the communication process to achieve their communication goals. To achieve goals in communicating in English, the

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[46] Dörnyei, Z. Motivational Strategies in the Language Classroom. (Cambridge University Press,2001)

[47] Kramsch, C. Language and Culture. (Oxford University Press:1998)

teacher's role in providing stimulation or strategies is also very necessary. However, the reality is that many students in Indonesia have studied English for years but still find it difficult to speak English. Not only that, it turns out the teacher also does the same. The lack of good strategies used by the teacher in class is very monotonous, making students bored and unable to receive the material discussed well. This study aims to investigate students' challenges in speaking English to describe the strategies used by teachers to overcome speaking problems. This research method is qualitative. The data collection techniques used in this research are observation, interviews and documentation. The interview results show that there are internal and external factors. However, it is internal problems that have the most influence on students' speaking skills. Students who experience high levels of anxiety will have difficulty developing their speaking skills. Appropriate learning activities as a teacher strategy can help teachers overcome students' challenges in speaking English.

Research results from the Journal of Foreign Language Teaching and Learning "EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department" For particular reasons, English speaking mastery might be important due to its position as one of the most highly used languages. This research aimed to answer the research questions, namely challenges faced by the students in learning speaking skills and strategies implemented by the students to overcome the challenges. Using a case study as the research design, the study involved three participants, who were two Mechanical Engineering Department

students and one English teacher in the same department. The data were obtained from interviews and students' speaking grades from classroom presentations. The result showed four challenges, such as lack of vocabulary, nervousness, unsupportive environment, and lack of grammar knowledge. Besides, there were five strategies, such as code-switching, seeing the audiences as statues, using Google translate machines, making a personal approach to the English teacher, and encouraging self.

In this research, the researcher interviewed three participants, two students from the Department of Mechanical Engineering and one from the same Department of English. The researcher had changed the name to pseudonyms for participant confidentiality. The student, Olaf, is participant 1 and participant 2, while teacher Anna is participant 3. In addition, the researcher also used the students' grades to compare them to the oral performances of the students in class. This research has made it possible to draw two main conclusions: firstly, the challenges faced by foreign English students in learning oral expression. Second, the strategies implemented by foreign language students to overcome challenges. These statements were those of the students, but the professor confirmed them after seeing their performance in class. Participant 1, was a year student of the Department of Mechanical Engineering. Participant 2 oral score was 16% out of 100% according to teacher data on students. She studied English at university. The first is the unfavorable environment in the classroom. She argued that the environment had had an impact on her.

Research results from "Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability" This study aimed to find out the efforts made by teachers to overcome the oral expression difficulties of eleventh-grade students of high school during the school year. In this research, two research questions are formulated as follows: What are the difficulties of students in oral expression. What efforts does the teacher make to overcome students' difficulties in expressing themselves orally. Given that the study focused on the difficulties of eleventh-year high school students in expressing themselves orally and the efforts made by teachers to overcome these, this research was included as qualitative research. The subject of the study was 15 eleventh grade high school students during the 2017-2018 school year. The data for this research were collected through interviews and questionnaires. The result of the analysis showed that there were types of difficulties among eleventh grade high school students in the 2017-2018 school year in speaking ability: lack of vocabulary, word fluency and fluency. The teacher's efforts to overcome the students' difficulties in speaking were as follows: ask students to memorize vocabulary, form English groups, practice speaking in English, and motivate students about the importance of English.

Based on the result of an interview with the teacher, the researcher made some efforts of the teacher to overcome their students' difficulties in speaking ability such as forming a speaking group, making additional time to study English, memorizing the vocabulary, memorizing some dialogue, and practiced in front of the class, creating a specific program like speaking

club and some activity that related to speaking skill, it could be improved the speaking skill and overcome the students' difficulties in speaking ability.

Research results from "Challenges and Strategies in Teaching English Speaking Skills to Young Learners: Perspectives of Teachers in Indonesia" This research explores the challenges and strategies associated with teaching oral English to young learners in Indonesia, focusing on students who are learning English as a second or foreign language. The study aims to understand the specific barriers faced by teachers in this context and to identify effective ways to overcome these challenges. Using a qualitative case study approach, the study involved five targeted primary English teachers. Data collection was carried out using observations, followed by thematic analysis to interpret the study also emphasized the need for data quality by establishing a level of the results revealed five key issues impacting on teaching English skills to young learners in Indonesia. The challenges posed by students included inhibition, negative attitudes towards learning English, and low participation rates. From the teachers' point of view, the difficulties of the classroom and the lack of an environment conducive to learning English were identified as obstacles. To address these challenges, teachers have used a variety of strategies, including individualized instruction, the use of repetition techniques, and the integration of games into the learning process. These approaches aimed to enhance student engagement and facilitate a more effective learning environment to develop English speaking skills among young learners. The study findings contribute to a better understanding of the complexities of

teaching English as a second language in the Indonesian educational context and offer practical solutions for educators facing similar challenges.

Research results from "Students' Problems in Learning Speaking Skill in Intermediate Class of Magenta English Course (MEC) Mataram" The purpose of this study was to determine the problems of students in learning speaking skills and the factors that cause student problems in the middle class of Magenta English Course (MEC) Mataram. There were 7 students and 1 middle-class teacher who participated in this study. This qualitative descriptive study used observation and interviews as data collection techniques. Based on the findings, the data showed that students learning speaking skills faced four problems, namely: 1) Inhibition consisting of (feeling insecure, afraid of making mistakes, and feeling embarrassed), 2) having nothing to say consisting of (lack of vocabulary, and not knowing the meaning of words), 3) Low or uneven participation consisting of (not liking to learn English and having difficulty pronouncing English words), and 4) use of the mother tongue consisting of (not being able to speak English) and two factors caused students' problems in learning speaking skills, namely motivation, and personality.

The thesis research conducted by Nur Prize Fitri was entitled "Analysis of Students' Difficulties in Speaking English at Madrasah Ibtidaiyah 57 Dian Ramadani, "Analysis of Student Speaking Problems at SMA Sekolah 15 Pekanbaru", (Thesis, State Islamic University Sultan Kasim Riau Pekanbaru, 2019), 111. 32 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.

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.

C. Theoretical Framework

The framework of thinking in this research starts from the challenges experienced by students in speaking English. Students experience challenges in speaking English during the English learning process. If there is a challenge there must be a solution. English teachers must provide solutions to challenges experienced by students who have difficulty speaking English.
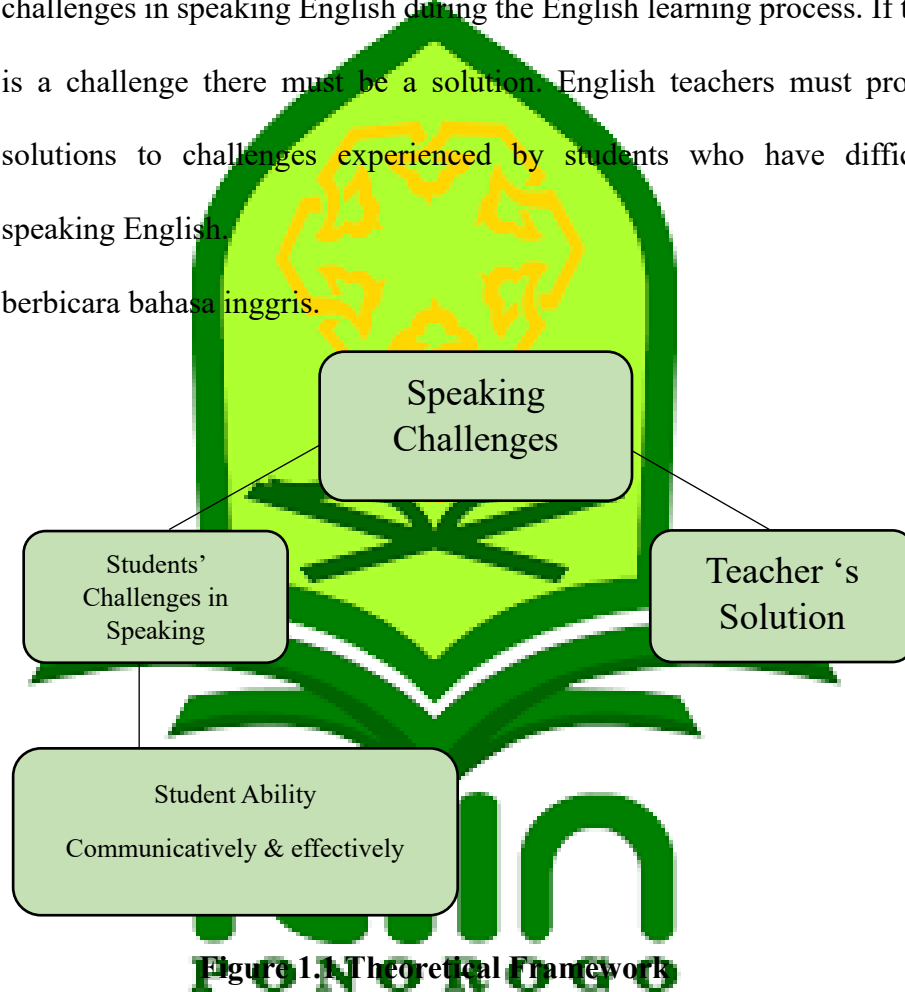
berbicara bahasa inggris.

Speaking Challenges

Students' Challenges in Speaking

Teacher 's Solution

Student Ability

Communicatively & effectively

Figure 1.1 Theoretical Framework

CHAPTER III

RESEARCH METHODS

A. Research Design

The research that will be carried out is descriptive qualitative research, with the aim of looking at the challenges and influence of students' self-confidence on their speaking abilities in eighth grade students' English lessons at MTs Darul Falah. Qualitative research theory is used to describe a certain behavior or attitude. Qualitative emphasizes data such as text, images, a unique phase for analyzing data.[48] The researcher is the key instrument for collecting data from the participants. Qualitative sources include interviews, observations, and documentation.

According to Sugiyono in his book, qualitative research methods are research methods that are based on philosophy,[49] used to research natural objects as research objects. Where the researcher is the instrument. Creswell emphasized that qualitative research is a research methodology where the researcher takes the place as the main instrument in analyzing data, meaning that data is collected using several instruments, such as observation, interviews, and documents that will be analyzed using the researcher's method.[50] With this understanding, it can be concluded that the qualitative descriptive approach is research related to briefly examining phenomena.

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[48] Schreier, Margrit. Qualitative Content Analysis in Practice. SAGE Publications, 2012.

[49] Prof. Dr. Sugiyono, QUANTITATIVE, QUALITATIVE, AND R&D RESEARCH METHODS (Bandung: ALVABETA, 2013), Pg.

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

The approach is a research methodology that examines phenomena in a concise explanation, focusing more on what phenomenon is being analyzed rather than looking for the reasons why the phenomenon occurs. Find the reason why the phenomenon occurs.

This research was conducted to describe the challenges of speaking English in English lessons and teacher solutions in overcoming problems experienced by students in eighth grade at MTs Darul Falah. This research uses a descriptive design. Which focuses on a particular phenomenon in the school environment regarding the English speaking challenges of eighth grade students.

B. Research Settings

The research was conducted at the Darul Falah Islamic Boarding School Tsanawiyah Madrasah, Sukorejo-Danyang Highway, Ds. Sukorejo, District. Sukorejo, Kab. Ponorogo Province East Java.

The researcher conducted this research from 14 October to 21 October 2024. The reason the researcher conducted the research at MTs Darul Falah was because of the results of initial observations that eighth grade students experienced several challenges in speaking English and also explained the solutions provided by the teacher to overcome these challenges.

C. Data source

Data consists of raw or unorganized information, which includes text, numbers, or symbols.[51] There are several types of research data sources. According to Moleong, actions and words are the most important data in research. Sources of information include documents or other data.

The data is used to answer research questions, which can be collected from objects or people. This means that the data collected must be relevant to the problem being formulated. Outcome measurements can be based on primary and secondary.[52]

1. Data

Data is a type of data collected by researchers directly from primary sources through interviews and surveys. Primary data is generally collected from the original source of the data and is considered the best type of data in research. Data and data sources are very important in this case, as detailed below:

a. Primary Data

According to Sugiyono, primary data sources are data obtained directly using interview and observation techniques. Data sources are data obtained directly by researchers who collect data.[53] In this research, researchers used direct studies in the field. The primary data sources for this research were several eighth grade

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[51] Cambridge Advance, Cambridge International AS & A Level Information Technology 9626 for Exams from 2017, Topic Support Guide, 2017, 5

[52] Lexy Moleong, Qualitative Research Methodology (Bandung: PT. Rosda Karya, 2000).

[53] Sugiyono, Quantitative, Qualitative and R&D Research Methods, (Bandung: Alfabeta, 2017), p.137.

students at MTs Darul Falah and Ustadzah Furry Yulia Damayanti as an eighth grade English teacher at MTs Darul Falah Sukorejo Ponorogo.

b. Secondary Data

According to Sugiyono, secondary data sources are information collected through advanced data sources and not directly. Secondary data sources do not provide data directly to researchers, but vice versa. Researchers obtain information through documents or other data sources.[54] So secondary data is obtained not from original data from researchers but from other relevant sources. Several things are listed from secondary data at MTs Darul Falah Sukorejo Ponorogo such as documents, research results, and survey data results. The data obtained is in the form of school data and learning plans. Apart from that, books, journals, articles, files from Islamic boarding schools, and the internet. The research determines secondary data to strengthen the information that has been collected through observations and interviews with students and teachers.

2. Data source

The source of data regarding research is a very important factor for researchers because it can determine the type of data source. Also determines the accuracy and balance of the information obtained. Data sources in qualitative research can be classified based on form and

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[54] Sugiyono, Quantitative, Qualitative and R&D Research Methods, (Bandung: Alfabeta, 2017), p.137.

position, ranging from the most obvious to the most vague. In this research, the researcher decided to obtain or collect data from people related to the research, namely students and English teachers in the eighth grade at MTs Darul Falah.

D. Data Collection Techniques

Data collection involves identifying those to be researched, as well as obtaining students' consent to participate, and obtaining information through various means, such as conducting interviews and observing students' actions.[55] There are various techniques available to collect data, and in this study the researcher used a combination of data observation, interviews, and documentation, which is often called the triangulation method. In triangulation, multiple data collection techniques are used to obtain information from the same source, ensuring a more comprehensive and holistic approach to data collection.[56] The aim of the triangulation method is not necessarily to establish the absolute truth about a social phenomenon.

Data collection helps researchers to accurately assess the visible results of all actions using research design and methodology. Data collection is the accumulation of specific evidence that allows researchers to analyze the results of all activities correctly and by research procedures and designs. There are several ways to collect data such as interviews, questionnaires,

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[55] John W. Creswell, Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, (University of Nebraska-Lincoln,2012),9

[56] Sugiyono, Quantitative, Qualitative and R&D Research Methods (Bandung: ALFABETA, 2019), 315.

and interviews. In this research, researchers will use observation, interviews, and documentation as data collection techniques.

1. **Observation**

Observation is research that consists of observing to see the current state of phenomena that occur not only by asking but also by observing. For certain research questions, observations are important. Because observation is an activity that aims to find what is observed.[57]

In this case, the researcher observed the teaching and learning process in English subjects. Field notes include notes about students' English speaking challenges. In this observation, the researcher observed and participated in activities to obtain information from English teaching and learning activities. The choice of non-participant observation technique was carried out so that the researcher could focus and the data obtained was valid based on the observed conditions.

2. **Interview**

The oral presentation of data is part of the interview data collection method. In terms of stimulation, verbal-oral response, and replay. Personal interviews and telephone interviews can be used to implement the strategy.[58] To collect accurate data and information for this research, researchers must prepare questions and engage in engaging discourse. In everyday life, almost all social relationships are carried out by

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[57] John W. Creswell, Planning Educational Research, Conducting and Evaluating Quantitative and Qualitative Research, (University of Nebraska-Lincoln,2012), 220

[58] Kothari C. R, Research Methodology Methods & Techniques (New Delhi: New Age International, 2004).

humans and involve interviews or conversations. The purpose of interviewing people is to find out their thoughts, what they think, or how they feel about something. In collecting data, researchers conducted oral interviews. By conducting interviews, it is hoped that researchers can find out more about the challenges students face in speaking during the English learning process. The stages carried out by researchers when conducting interviews at MTs Darul Falah Sukorejo Ponorogo were:

1) Interviews will be conducted with teachers and several eighth grade students at MTs Darul Falah Sukorejo Ponorogo

2) Prepare questions to serve as a reference in conducting interviews

3) Starting the interview

4) Confirming the results of the interview

5) Record conclusions from the interview

6) Marks follow-up interview

3. Documentation

Documentation techniques are a process for obtaining data on reporting activities using a list of evidence. In this research, documentation is used to provide evidence of the ongoing research process.

E. Data Analysis Techniques

After the data collection stage, researchers analyze the data to ensure the validity of the results before presenting them in descriptive form including observation, interviews, and documentation. Quoting Bogdan,

data analysis is described as the systematic sorting and organization of material such as interview transcripts and field notes, to increase understanding of oneself and to facilitate it with others.[59] In qualitative research, data analysis techniques are inductive and the emphasis is on deriving meaning rather than seeking generalizations. Sugiyono added that data analysis in qualitative research was carried out before going into the field, during data collection in the field, and after the field research was completed.[60] Therefore, data analysis in this context carries out a continuous process of turning questions into conclusions, which includes steps before, during, and field research. According to Creswell's framework, the data analysis process includes three important elements: data reduction, data analysis, and conclusions. This process helps filter and organize them, present them in a structured format and ultimately draw meaningful conclusions.[61]

1. **Data Collection**

In the data collection process, researchers started from preparation to the interview process. The researcher collects information through observation and then individual interviews. After collecting the data and the data has been collected, the researcher begins the next stage of data analysis, namely data condensation.

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[59] Sugiyono, Quantitative, Qualitative and R&D Research Methods
[60] Ibid,
[61] John W. Creswell, Planning Educational Research, Conducting and Evaluating Quantitative and Qualitative Research, (University of Nebraska-Lincoln,2012), 220

2. **Data condensation**

Data condensation, namely selecting, focusing, simplifying, validating and transforming data. The first stage, selection, researchers must act selectively in determining which dimensions and relationships are more important and meaningful. The researcher selected the data that had been obtained regarding challenges in speaking English and teacher solutions in overcoming them. At the focusing stage, the researcher focuses the data according to the problem formulation, namely the challenges and what the teacher's solution is in overcoming the speaking challenges experienced by students. Then, in the abstraction stage, the researcher summarizes the statement process regarding speaking challenges and the solutions provided by the teacher. The final stage, namely the data simplification and transformation stage, researchers simplify and transform the data through summaries. After several stages are completed, a final report is created.[62]

3. **Data presentation**

Data presentation is a collection of organized and compressed information that allows for drawing conclusions and conclusions. Insight into the presentation of data makes it possible to analyze further or take action based on understanding what happened. At this stage, the researcher presents data through a brief description of each participant

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

based on the research problem to convey information obtained from the analysis of students' English speaking challenges.[63]

4. Drawing Conclusions

Drawing conclusions is the process of researchers interpreting data from the beginning of collection with a brief explanation accompanied by a brief explanation. After presenting data related to students' English speaking challenges and teacher solutions regarding students' difficulties in speaking English, the researcher drew conclusions through the data analysis stages.

F. Checking Data Validity

Validation means researchers evaluate the accuracy or credibility of results through methods such as triagulation.[64] Validation is used as proof that a particular instrument is truly relevant and measures what is claimed. Additionally, validity means that the report will accurately depict what the theory is intended to explain. Another definition states that validity is the degree to which data interpretation is justified by theory and proven to be used. In this research, researchers used triangulation.

Triangulation is defined as the use of two or more data collection methods to study one aspect of human behavior.[65] Researchers conducted interviews with students and teachers as informants to validate the data.

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

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

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

Then, the interview results were compared with theories relevant to the research focus. The triangulation in question is qualitative cross validation which assesses the adequacy of data based on the convergence of various data sources or data collection procedures. Rowley explained that one of the advantages of triangulation compared to qualitative research is that the approach used is that evidence can be collected from various sources which can be used to support conclusions and strengthen the same facts.

In this research, researchers focused on method triangulation by developing combined data from data collected with three different instruments. Researchers can use free and structured interview methods. This triangulation stage can be carried out if the data or information obtained from the research subject or information is doubtful.

Observasion   Interview

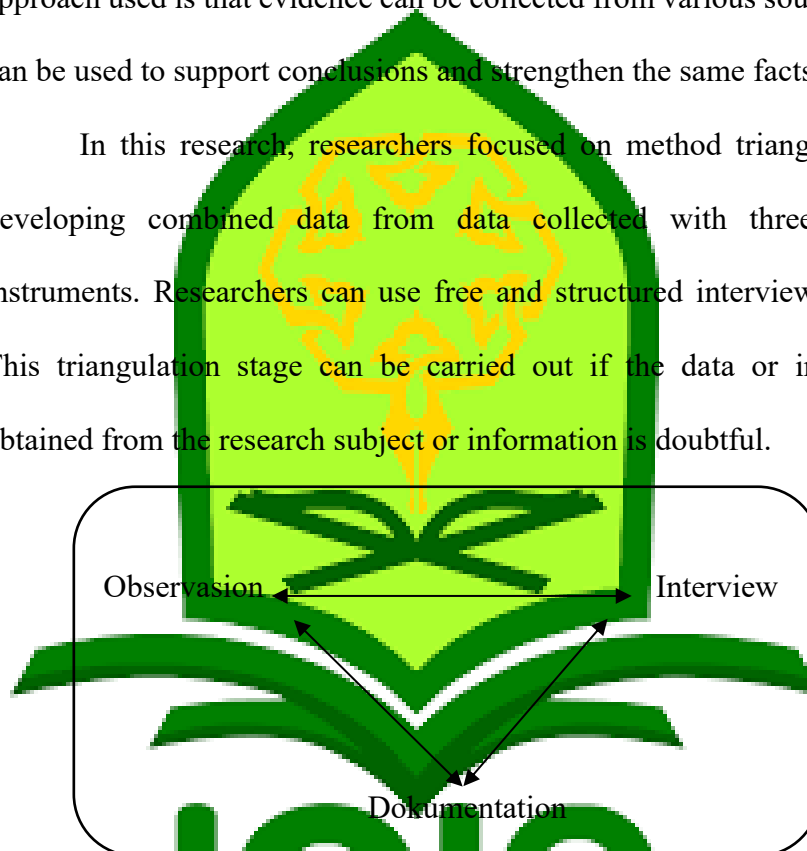Dokumentation

Figure 2.1 Triangulation Method

In this study, after the researcher obtained data from interviews and observations, the researcher needed clarification and confirmation regarding the speaking challenges of students in eighth grade at MTs Darul Falah from interviews with teachers. If the student interview and teacher interview data match, then the findings are considered credible.

G. Research Procedures

In this research, the procedures carried out by researchers were as follows:

1. **Planning**

   This stage is the initial stage in research, where the researcher makes observations of the research object. After the researcher finds the topic and problem, the researcher determines the research object.

2. **Organizing Data collection techniques**

   At this stage the researcher collects data and sorts it according to the focus of this research, namely the challenges of students' English speaking through observation, interviews and documentation. After the data is collected, the researcher consults the findings with the supervisor to ensure the data is found. Then the researcher makes a report regarding the data and describes it in the form of words.

3. **Data analysis**

   At this stage, the researcher describes all research carried out in written form, including all research planning, data collection and data analysis as well as conclusions from research conducted at MTs Darul Falah.

4. **Writing Research Reports**

   The final step used in the research procedure is writing a research report. After the data collection and data analysis stages, the researcher consulted the research results with the supervisor and wrote them in a

final research report regarding the English speaking challenges of eighth

grade students at MTs Darul Falah Sukorejo.

CHAPTER IV

# RESEARCH METHODS

A. General Data

1. History of MTs Darul Falah

Starting from the strong desire, enthusiasm and prayers of Drs.KH. Masyhudi Achmad, MM., M.Sc. since studying at the Hudatul Muna Jenes Brotonegaran Ponorogo Salafiyah Islamic Boarding School under the tutelage of Al-Magfirullah Al-Marhum Qomaruddin Mufti and K. Iskandar Islamic Boarding School in 1969 – 1976, then continuing his education at the Wali Songo Ngabar Islamic Boarding School led by Al-Magfirullah Almarhum KH. Ibrahim Thoyib then moved to Pondok Modern Darussalam Gontor which was led by Al-Magfirullah Al-Marhum KH. Imam Zarkasi.

After completing his education at the new Islamic boarding school, he then continued his tertiary education and devoted himself as a teacher, manager, founder, in formal, non-formal educational institutions, middle school, high school, tertiary institutions, course institutions and at the Darul Huda Mayak Islamic Boarding School until it ended in 1999. After the trip Long has just returned to his birthplace by starting Majlis Taklim activities from house to house, through Yasin congregation groups, community empowerment, eradicating illiteracy and life skills education.

The next business was to borrow a prayer room belonging to Mr. Miskun in the Blimbing hamlet, Sukorejo village, which was used as the activity center for the Darul Falah Islamic boarding school by establishing educational institutions in the form of an Al-Qur'an Education Park (TPQ), Diniyah Madrasah, Majlis Ta'lim, and Learning Activity Center Community (PKBM), Community Reading Gardens (TBM), Teaching and learning activities (KBM) are carried out in the afternoon and evening. Learning is focused on children, local communities, families and neighbors. By adhering to the principle of "Al-Muhafadhotu Alal Qodimis Sholih Wal Akhdu Bi Jadidil Ashlah (maintaining good classical cultures and adopting new, constructive cultures), the Darul Falah Islamic Boarding School in its journey always makes efforts for goodness and contextualization in reconstructing socio-cultural buildings, especially in terms of education and management.

In 2001, efforts towards renewal that were oriented towards Islamic boarding school ideals and with strong beliefs began the construction of buildings as the beginning of the establishment of the Darul Falah Islamic Boarding School.
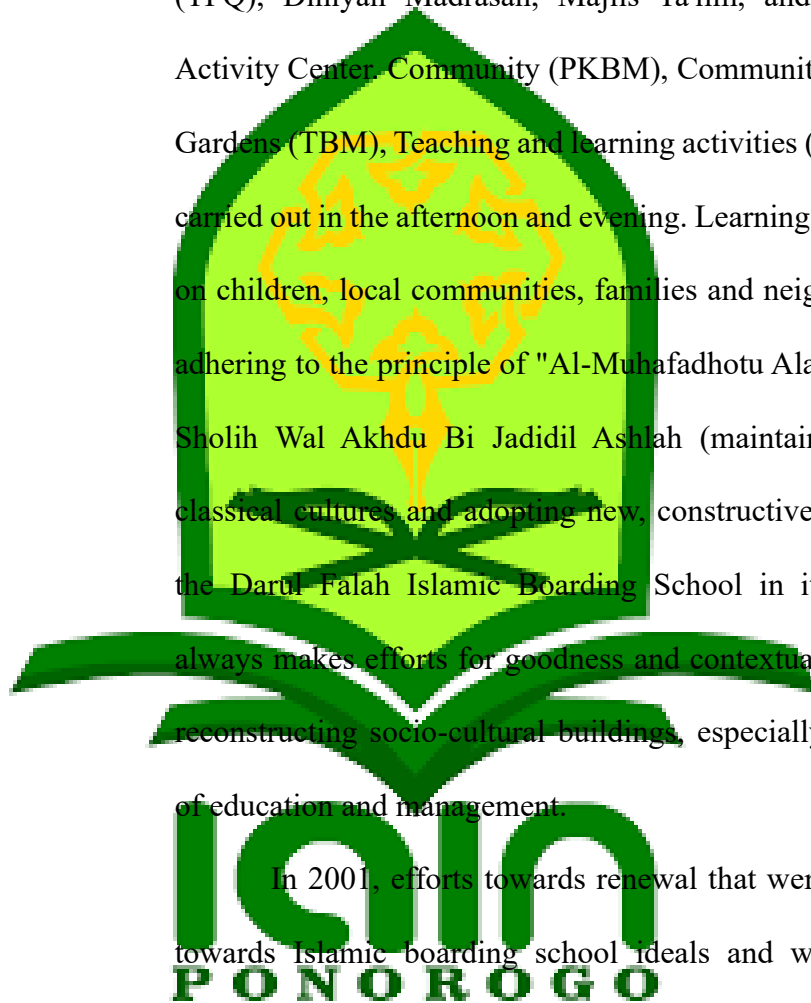
2. Vision and mission

a. VISION

To become an effective, quality, superior educational institution in order to produce complete Muslim people who are devoted to Allah SWT.

b. MISSION

1) Develop activities in the fields of education, da'wah, economics and social community.

2) Educating a superior generation to become cadres of leaders of the ummah (immamul muttaqin).

3) Educate and develop national cadres who have good morals, healthy bodies, broad knowledge and serve the community.

4) Creating an Islamic learning environment, an effective and conducive learning model, and implementing an integrated quality management system.

5) Teaching religious and general knowledge in a balanced manner towards the formation of intellectual scholars.

6) Opening space for interaction and synergy with family and community.

7) Optimizing the role of parents, guardians of students, the community and government.
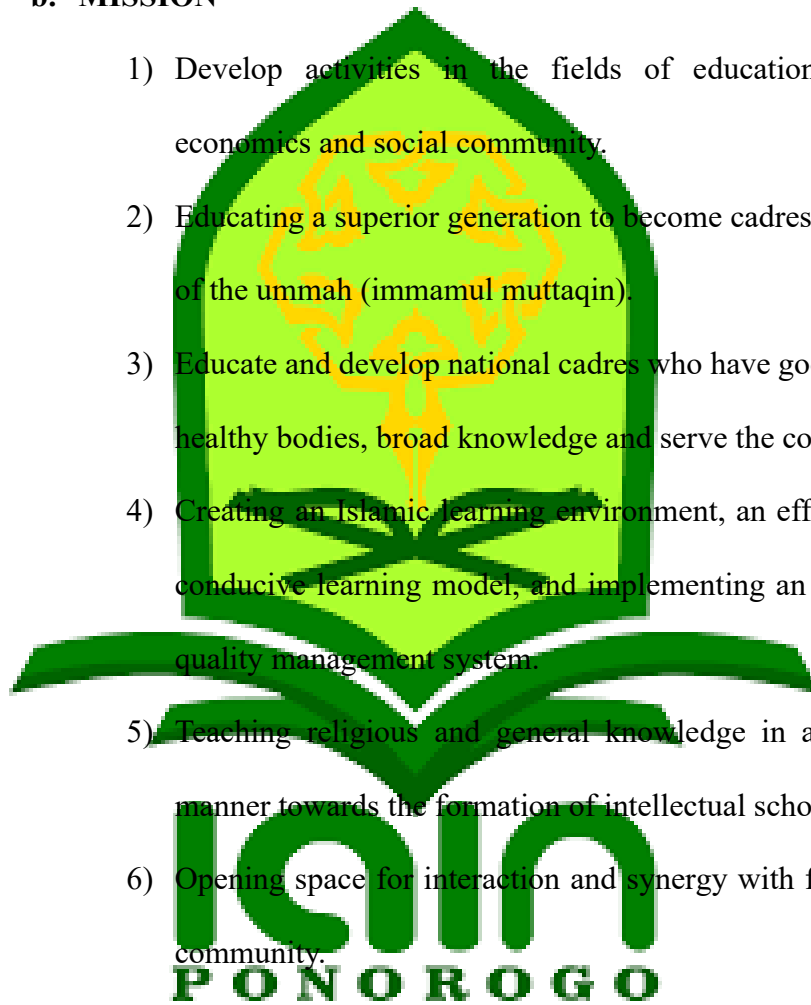
3. **Short Profile of MTs Darul Falah**

   a. School Identity

      1) School name   : MTs Darul Falah

      2) NPSN   : 20584926

      3) Education Level   : Junior High School

      4) School Adress

         a) Foundation Address   : Jl.Raya Sukorejo-Danyang No.05

         b) Village   : Sukorejo

         c) Subdistrict   :Sukorejo

         d) Regency   : Ponorogo

         e) Province   : East Java

   b. School Contact

      1) Telephone number   : (0352) 752941

      2) Email   : madsadafa07@gmail.com

      3) Website   : www.darulfalah.id

4. **Development of English Speaking at MTs Darul Falah**

   The curriculum used at MTs Darul Falah is the curriculum developed at the Pondok Foundation which is combined with the curriculum currently used, namely the Merdeka curriculum.

   The development of students' English speaking at MTs Darul Falah tends to be poor. This was triggered because at elementary school English was eliminated or not studied due to changes in the curriculum. Because of this, students do not understand English, so teachers have to

start teaching students from the beginning to catch up on the material in secondary school.

However, the development of speaking English at MTs Darul Falah has other challenges apart from the fact that English was eliminated at elementary school. These challenges include lack of pronunciation, lack of vocabulary, poor grammar, and anxiety about making mistakes in speaking English.

B. Data Description

The researcher explained the results obtained from observations during the learning process and interviews conducted with eighth grade students and English teachers at MTs Darul Falah as the main data source for this research.

The purpose of this research is to find out the challenges faced by students when speaking English and the solutions teachers take to overcome the challenges faced by students. based on the results of observations and interviews conducted by researchers. Some students face challenges in speaking English. There are several challenges that students face when speaking English and teacher solutions to overcome these challenges.

1. Student Challenges in Speaking English

To obtain information about students' challenges in speaking English, researchers conducted observations and interviews. Through observation, researchers obtained data from eighth grade students at MTs Darul Falah. This observation was carried out during English

learning from 14 October to 21 October 2024 in the eighth grade at MTs Darul Falah. Researchers made observations 4 times. In the research the researchers conducted used an observation list. The researcher carried out an observation checklist on the class being observed.

Based on the results of observations during the learning process, the researcher found that more than half of the 20 students in the class who were observed, and 4 of the students interviewed agreed with what the researcher found. Which shows that students experience challenges in speaking English in class. The following is a description of the results of observations of the learning process which can be seen in table 4.1 below.

Table 1.1 Research Findings

No.	Research Focus	Aspect	Research Findings
1.	English speaking challenges faced by students	Pronunciation	Students still have difficulty pronouncing a word or sentence in English because they are not used to it or are not familiar with it.
		Vocabulary	Students have difficulty with vocabulary because they have difficulty memorizing new vocabulary because they don't understand the meaning

		Grammar	Students feel difficulties in grammar because students feel they lack vocabulary and don't understand the organization of good grammar
		Anxiety and self-confidence	Students' anxiety occurs because they are afraid of making mistakes when speaking and being laughed at by friends
2.	Teacher solutions in dealing with speaking challenges experienced by students	Pronunciation	By providing repetition techniques to get students used to saying words or sentences in English
		Vocabulary	Writing new vocabulary, by writing new vocabulary and looking for its meaning can make it easier for students to understand new vocabulary.
		Grammar	By giving correct examples to students, it is hoped that students will be able to imitate and remember good grammar.
		Anxiety and self-confidence	Giving positive affirmations and appreciation to students

			who dare to speak in front of the class and not giving criticism can build students' self-confidence

Here are some of the challenges found by researchers, including:

a. **Lack of Pronunciation**

The results of the observations made by the researcher found that students still have difficulty in pronouncing a word in English. The problem that the researcher found during observation was that when teachers tell students to speak, students often make mistakes in pronunciation. So, teachers sometimes justify students' pronunciation which is still wrong. Then the researcher asked about the problem and the students admitted that they still had difficulty proposing a word or sentence in English. Based on the results of observations on October 16th, 2024, it was found that eighth grade students of MTs Darul Falah are still lacking in the pronunciation of words in English. Students still find it difficult because they lack practice and are not used to it. The researcher conducted interviews with English students and teachers to support the observation data that had been obtained. The observation data is supported by the results of interviews with Zulfa. Zulfa, one of the eighth grade students, stated:

Pronunciation of words or sentences in English is still difficult because they are still unfamiliar and are not used to listening to how to pronounce correctly[66]

The same thing was also conveyed by Zahwa:

There are some words that are difficult to say that I find difficult because I am not familiar[67]

In addition to Zulfa and Zahwa, other students also said the same thing. Another student said:

It's hard to pronounce a sentence or word if you don't understand the meaning and how to pronounce it correctly.

Because learning at MTs Darul Falah already uses tabs, students find it helpful to use Google Translate, or if they are not using tabs, students will say what they understand and be corrected by the teacher. In addition, the English teacher stated that:

The pronunciation problems faced by students are because students lack vocabulary mastery. Apart from that, before carrying out speaking activities in English lessons, I look at students' pronunciation through reading activities, where many students still make pronunciation errors that need to be corrected.[68]

b. **Lack of vocabulary**

Based on the results of the researcher's observations on October 16th, 2024, the results obtained by the researcher showed that students were still lacking in vocabulary. Students lack vocabulary so they feel less confident when asked to speak in front of the class by the teacher. This is supported by the results of an interview with Zulfa who is an eighth grader at MTs Darul Falah. The results of the interview with Zulfa stated that:

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[66] See Interview Number 3/Interview/18-10-2024
[67] See Interview Number 4/Interview/18-10-2024
[68] See Interview Number 1/Interview/17-10-2024

I don't feel confident speaking because I lack vocabulary and I am afraid of pronouncing things wrong.[69]

Apart from Zulfa, Zahwa, who is an eighth-grade student, also stated:

It's difficult to memorize new vocabulary, let alone not understanding the meaning of the vocabulary[70]

Apart from interviews with Zulfa and Zahwa, several eighth grade students stated similar things. Memorizing vocabulary or remembering vocabulary in English is very difficult because it is not familiar. The same thing when students have to speak in front of the class.

Even though students know the vocabulary that will be spoken, students are hesitant to speak because they are unsure about the sentence structure. This is also supported by the results of an interview with Ustadzah Furry as an English teacher at MTs Darul Falah who stated that:

There are many students who lack vocabulary. Students have difficulty remembering English vocabulary. The absence of English in elementary schools is also a challenge in introducing English in secondary schools.[71]

Based on the results of checklist observations and interviews with students and English teachers at MTs Darul Falah, it was concluded that the main problem faced by most students was a lack of vocabulary mastery. Students' vocabulary knowledge does not influence their ability to speak English in class. So, students' knowledge of vocabulary needs to be improved.

c. **Poor in grammar**

Based on the results of observations made by researchers on October 16[th,] 2024, eighth grade students still lack grammar. Almost all students in the class have poor grammar. Students' grammatical difficulties are experienced in

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[69] See Interview Number 3/Interview/18-10-2024
[70] See Interview Number 4/Interview/18-10-2024
[71] See Interview Number 1/Interview/17-10-2024

situations where students are appointed to answer spontaneous questions from the teacher. This is supported by interviews with students, Rahma stated:

> I have difficulty with grammar when making a sentence and have to speak in front of me.[72]

Zulfa also stated:

> I also find grammar difficult. I also felt hesitant because I was afraid of making mistakes with my grammar.[73]

Fina said:

> I don't even know whether the grammar I use is right or wrong.[74]

However, Ustadzah Furry as an eighth grade English teacher emphasized that,

> In my opinion, grammar is point number because my focus in class is that students want and do not hesitate to speak in front of the class. Even if a student makes a mistake in grammar, I will correct it.[75]

Based on the observation checklist and interview transcripts with eighth grade English students and teachers regarding speaking challenges, researchers found that students' grammar was still lacking. Students feel doubtful about their abilities so that students do not develop.

d. **Anxiety about making mistakes in speaking English**

Based on observations on October 16th 2024 carried out by researchers. Researchers found that student anxiety became a speaking challenge for students in eighth grade. This is supported by observations made in class and interviews with eighth grade English students and teachers. Rahma stated:

> I feel anxious when speaking because I am afraid of making mistakes in pronunciation or grammar.[76]

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[72] See Interview Number 1/Interview/16-10-2024
[73] See Interview Number 3/Interview/16-10-2024
[74] See Interview Number 2/Interview/16-10-2024
[75] See Interview Number 1/Interview/17-10-2024
[76] See Interview Number 1/Interview/16-10-2024

Zahwa, another eighth grade student, also stated:

> The anxiety I experience when speaking is the fear of being laughed at when I make a mistake.[77]

Another female student in grade eight also stated that the difficulty in speaking English was due to fear of making mistakes and feeling that English was difficult.

This is also the same as the statement from the eighth grade English teacher that:

> Students are afraid of making mistakes because they feel that their vocabulary is small so female students find it difficult. For example, during introductory practice, I have to write down first and the students copy to make it easier for the students, reduce the students' anxiety, and eliminate the perception that English is difficult.[78]

2. Teacher Solutions to Overcome Students' Challenges in Speaking English

Every challenge has a solution or way to overcome it. This also applies to the English speaking challenges of eighth grade students at MTs Darul Falah. Researchers obtain data in research through observation and interviews. Where students' speaking challenges that are often encountered are lack of pronunciation, lack of vocabulary, poor grammar, and anxiety about making mistakes. Of these challenges, female students have to practice a lot.

The results of interviews with students show that the majority of students still experience difficulties speaking English, especially those

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[77] See Interview Number 4/Interview/16-10-2024
[78] See Interview Number 1/Interview/17-10-2024

related to pronunciation, grammar, vocabulary, and anxiety about being afraid of making mistakes. So, to overcome this, teachers have solutions to overcome problems regarding students' speaking challenges, including:

a. **Repetition technique**

In pronunciation, the teacher uses repetition techniques to overcome errors in students' pronunciation in speaking English. Students repeat vocabulary or sentences spoken by the teacher. English teacher Ustadzah Furry stated that:

> Students confirm their pronunciation by me pronouncing a vocabulary word or sentence correctly. Because learning uses tabs, students use Google Translate to find out the correct pronunciation.[79]

Having tabs during learning, makes it easier for students to practice correct pronunciation in English.

b. **Write new vocabulary**

To overcome students' lack of vocabulary, the teacher assigns students to write new vocabulary in their notebooks and look for its meaning. This statement was expressed by Ustadzah Furry as an English teacher.

> To overcome the lack of vocabulary, I tell students to write vocabulary they don't know in books without memorizing them.[80]

By writing new vocabulary and looking for its meaning the teacher hopes students will gain an understanding of the vocabulary.

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[79] See Interview Number 2/Interview/17-10-2024
[80] See Interview Number 2/Interview/17-10-2024

c. Give an Example

Regarding bad grammar, the teacher advises you to dare to speak first without thinking about grammar. During the interview, Ustadzah Fury stated:

> Because there is no specific training to improve students' grammar, I do this by following the learning material and giving examples to students.[81]

By making students dare to speak in front of the class, the teacher will correct if the student makes mistake by giving appreciation to the student first, which will increase their self-confidence and eliminate feelings of anxiety.

d. Provide positive affirmation and appreciation

To overcome students' anxiety about making mistakes when speaking, teachers give positive sentences and give appreciation to every student who dares to speak in front of the class. Interview with Ustadzah Furry said:

> By giving affirmations, don't be afraid of mistakes and appreciation to students, it will increase students' self-confidence.[82]

By giving affirmations, don't be afraid of making mistakes and give appreciation to students, it is hoped that students will be able to control their feelings of anxiety.

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[81] See Interview Number 2/Interview/17-10-2024

[82] See Interview Number 2/Interview/17-10-2024

> I don't feel confident speaking because I lack vocabulary and I am afraid of pronouncing things wrong.[83]

Apart from Zulfa, Zahwa, who is an eighth-grade student, also stated:

> It's difficult to memorize new vocabulary, let alone not understanding the meaning of the vocabulary[84]

Apart from interviews with Zulfa and Zahwa, several eighth grade students stated similar things. Memorizing vocabulary or remembering vocabulary in English is very difficult because it is not familiar. The same thing when students have to speak in front of the class.

Even though students know the vocabulary that will be spoken, students are hesitant to speak because they are unsure about the sentence structure. This is also supported by the results of an interview with Ustadzah Furry as an English teacher at MTs Darul Falah who stated that:

> There are many students who lack vocabulary. Students have difficulty remembering English vocabulary. The absence of English in elementary schools is also a challenge in introducing English in secondary schools.[85]

Based on the results of checklist observations and interviews with students and English teachers at MTs Darul Falah, it was concluded that the main problem faced by most students was a lack of vocabulary mastery. Students' vocabulary knowledge does not influence their ability to speak English in class. So, students' knowledge of vocabulary needs to be improved.

C. Discussion

The discussion section is based on findings which include: students' challenges in speaking English and solutions taken by teachers to overcome these

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[83] See Interview Number 3/Interview/18-10-2024
[84] See Interview Number 4/Interview/18-10-2024
[85] See Interview Number 1/Interview/17-10-2024

1. **Analysis of Students' Challenges in Speaking English**

   Researchers found that students had difficulties in terms of vocabulary. Vocabulary is a collection of words owned by a person that is used in a particular language. Researchers found that students' vocabulary tends to be lacking. This limits students' ability to speak because they have difficulty finding the right words.[86] Therefore, students' vocabulary must be further improved.

   Apart from that, researchers also found that students did not speak actively in English in class because they were unsure about how to pronounce it. When students know how to pronounce it, they sometimes still have doubts because the vowels, consonants, intonation and word stress in English and Indonesian are very different.[87] This difficulty is caused because students are not familiar with the pronunciation and students are not used to saying it.

   Another challenge experienced by students is grammar. Students find it difficult to understand grammar when speaking English, even when writing, students are still assisted by the teacher. Researchers found that students felt afraid and anxious when speaking because of grammar. Therefore, students must learn and practice grammar to speak English fluently.

   Based on the results of the research that has been conducted, researchers found students' English Speaking challenges such as lack of pronunciation, lack of vocabulary, poor grammar and anxiety, fear of making mistakes in students. From several theories taken, the researcher's findings are in line with Harmer's theory.[88]

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[86] Harmer, J. The Practice of English Language Teaching. (Longman:2001)
[87] Kelly, G. (2000). How to Teach Pronunciation (Longman:2000))
[88] Harmer, J. The Practice of English Language Teaching (Longman:2001)

The next challenge students face is the fear of making mistakes when speaking English. Harmer stated that this causes anxiety and inhibits students' courage to speak. Where students need support to feel safe, without fear of being ridiculed or laughed at.[89]

From the findings that researchers found in the research was the fear of being wrong. According to Jaremy Harmer's theory, anxiety will hinder students' courage. fear of speaking, fear of being ridiculed and criticized excessively. Students also rarely use English at school or outside school. Due to the influence of the mother tongue. The structure and patterns of the mother tongue often cause students to make mistakes. Like Jaremy Harmer's theory, which emphasizes the influence of mother tongue on students.[90]

In conclusion from the explanation above, researchers found speaking challenges including lack of vocabulary, lack of pronunciation, poor grammar, and fear of making mistakes.

2. **Analysis of Teacher Solutions to Overcome Students' Challenges in Speaking English**

There are many ways to overcome the challenges of speaking English. Where students need to practice a lot if they want to improve their speaking skills. Researchers obtained research data through observation and interviews.

Based on Jeremy Harmer's theory, the challenges students experience in speaking. Apart from Harmer's theory regarding vocabulary challenges, grammar, and fear of mistakes. There is Gerald Kelly's theory regarding the challenge of students' lack

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[89] Ibid,

[90] Harmer, J. The Practice of English Language Teaching (Longman:2001)

of pronunciation. The following are solutions that teachers use to overcome students' speaking challenges, including:

a. Repetition technique

To overcome students' lack of pronunciation, teachers use repetition techniques to familiarize students with pronouncing English vocabulary. [91] Based on Kelly's theory, there are several ways to improve students' pronunciation, such as:

1) Practice pronunciation consistently

2) Constructive feedback

3) Using technology

The teacher uses repetition techniques by asking students to follow the correct pronunciation of English vocabulary. Or by using Google Translate, where teachers use technology to practice pronunciation effectively.[92]

b. Write new vocabulary

The second teacher's solution is to ask students to write down new vocabulary and look for its meaning. In practice, teachers provide direction to students. Harmer's theory states to emphasize the importance of targeted vocabulary teaching to enrich speaking skills.

There are several theories related to the pursuit of written vocabulary to overcome speaking limitations. One of them is the concept of the Lexical Approach, which is practice writing vocabulary in context. Harmer suggests that students should write sentences using new vocabulary to get used to using it. [93]

So, teachers use Harmer's theory to overcome vocabulary problems. By writing down new vocabulary, students will get used to it and remember the vocabulary.

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[91] Ibid,
[92] Kelly, G. How to Teach Pronunciation (Longman:2000)
[93] Harmer, J. The Practice of English Language Teaching (Longman:2001)

c. Give an example

Third, to overcome students' poor grammar. Teachers give examples to students so that grammar learning will be more effective. Harmer's theory regarding providing clear examples, emphasizes the importance of teachers providing examples of the correct use of grammar in real contexts.

In practice, teachers introduce grammatical structures by providing example sentences that are relevant to students. Apart from that, the teacher's use of spoken language, where the teacher must provide correct grammar when talking to students. so, students can see how grammar is applied.[94]

By giving examples to students, it is hoped that students will be able to follow and not feel afraid. If the student is still unsound, the teacher can correct the student's grammar.

d. Give positive affirmation and appreciation.

Finally, to overcome students' speaking challenges related to anxiety, fear of making mistakes, teachers provide positive affirmation and appreciation to students who dare to move forward.

From the data above, Harmer's theory states that giving positive affirmations can build students' self-confidence, respect students' abilities, and avoid negative correction. Jaremy Harmer in his theory emphasizes that positive affirmation and appreciation are important tools to help students overcome the challenges of speaking English. By providing praise and recognition for student efforts, teachers can build student self-confidence.[95]

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[94] Harmer, J. (2001). The Practice of English Language Teaching 9Longman:2001)

[95] Harmer, J. The Practice of English Language Teaching (Longman:20001)

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the results of research at MTs Darul Falah Sukorejo Ponorogo, researchers found that students' challenges in speaking English include: students' lack of pronunciation because students feel that pronouncing a word or sentence in English is very difficult because they are not used to it or are not familiar, students' lack of vocabulary because students feel that memorizing new vocabulary is very difficult because they don't understand the meaning, bad grammar is one of the challenges for students because students don't understand good grammar and arrangement, and the fear of making mistakes is caused by excessive anxiety because they are afraid of being laughed at or ridiculed by friends. To overcome these challenges, teachers have several solutions such as, using the repetition technique which is expected to get students used to saying words or sentences in English, writing new vocabulary can make it easier for students to memorize vocabulary and understand its meaning, giving examples can make it easier for students to remember and imitate grammar. good things, and giving positive affirmations and appreciation to students can increase students' self-confidence and eliminate feelings of anxiety.

B. **Suggestion**

Based on the research results, the researcher wants to provide suggestions to students for their English speaking challenges. Researchers also provide several suggestions to students, teachers and other parties.

1. Students

   Students are expected to be able to improve their basic knowledge of language skills and increase vocabulary. Apart from that, students don't need to be afraid of making mistakes or being ridiculed if they make mistakes when speaking English.

2. Teachers

   It is hoped that teachers will be able to choose speaking teaching materials that can increase students' interest in learning. In learning to speak English, teachers must continue to be active and innovate to continue to increase students' willingness to learn.

3. Other Researchers

   Researchers hope that this research will serve as a guide for other researchers. If you find similar problems regarding students' English speaking challenges. It is recommended that future researchers find more speaking challenges faced by students. Future researchers are advised to look for other information regarding solutions that they can use to overcome the challenges of speaking English.

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