

SEGA MEMBERS' STRATEGIES TO COPE WITH SPEAKING PROBLEMS



Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree
in Department of English Education School Teacher Training Education

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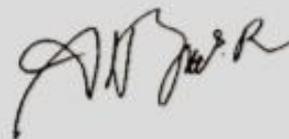
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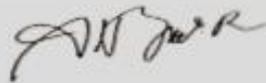
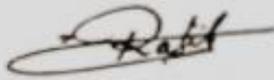
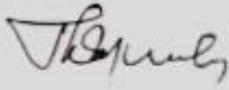
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I testify that in this publication article there is no plagiarism of previous literary works which been raised to obtain bachelor degree of certain university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing is referred to the manuscript and mentioned in literary review and bibliography.

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The Researcher



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SEGA MEMBERS' STRATEGIES TO COPE WITH SPEAKING PROBLEMS

Abstrak

Penelitian ini membahas tentang permasalahan mahasiswa dalam pembelajaran berbicara pada Program SEGA Universitas Muhammadiyah Surakarta. Tujuan dari penelitian ini adalah untuk mengidentifikasi masalah siswa dalam keterampilan berbicara yang dialami oleh mahasiswa Jurusan Pendidikan Bahasa Inggris di Universitas Muhammadiyah Surakarta, mengetahui penyebab masalah dengan keterampilan berbicara mereka, dan mengetahui strategi siswa untuk mengatasinya. masalah berbicara mereka. Jenis penelitian ini adalah deskriptif kualitatif. Penelitian ini akan dilaksanakan di area kampus Universitas Muhammadiyah Surakarta Jurusan Pendidikan Bahasa Inggris. Subjek penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris SEGA Universitas Muhammadiyah Surakarta yang menjadi informan utama penelitian ini. Penelitian ini melakukan wawancara dan observasi sebagai sumber data, sedangkan metode penelitian ini menggunakan model analisis interaktif. Validitas data adalah member check.

Kata kunci: SEGA, Masalah Siswa, Pembelajaran Berbicara, Bahasa Inggris, Keterampilan Berbicara

Abstract

This study discusses the students' problems in learning speaking at the SEGA Program of the University of Muhammadiyah Surakarta. This study was conducted in the University of Muhammadiyah Surakarta campus area in the Department of English Education. The subject of this study is Department of English Education students at SEGA of the University of Muhammadiyah Surakarta who were the main informants of this study. This study conducted interviews and observation as the data sources, while the method of this study uses an interactive model analysis. Data validity is member checking. The results of this study indicate that (1) the students' problems in learning speaking, (2) the causes of the problems on their speaking skills, and (3) the way the students overcome the problems in speaking skills. Besides, it hoped that can be increase knowledge about various problems faced by students when learning to speak English at SEGA. Furthermore, it can be used as a comparison material to find out the problems students face and find solutions to every problem speaking English at the Department of English Education

Keywords: SEGA, Student's Problem, Learning Speaking, English, Speaking Skill

1. INTRODUCTION

Today, the whole world uses English as the language they use to communicate. English is now widely used in various industries, including scientific research, education, commerce, internet, tourism, and medicine. As a result, when we master English, it will be easier for us to establish relationships with people from all over the world. Human resources are competing to learn English as a result of global competition. Given that English is a global language or the language of the world community. It is very important to be able to communicate in this

language. English also has many advantages in everyday life, one of which is when we interact with people from various countries in the world, we don't have to worry about translating their language because English is an international language used to communicate with foreign nationals. Speaking is an important activity in everyday life, especially when we interact with a group of people or speak in front of a large audience. Because the ability to speak is also the foundation of language skills in culture (Sekhar & Chakravorty, 2017).

Another problem is that students usually faced a lack of self-confidence and anxiety. They might be confronted with certain feelings that affect their English speaking such as unconfidence, shyness, and anxiety. If the students do not believe that they can speak fluently, it has become a big problem for them. As (Hinkel, 2017) stated that speaking difficulties can be influenced by one's emotions. When a person is confident and relax, their speech is frequently clearer, and this is one of the most crucial elements to consider when speaking with persons who have speech challenges. As a result, finding a solution to speaking challenges is important. So that students can speak English more fluently.

According to real-life circumstances, the phenomenon of speaking is a problem among students. Based on various factors, the majority of them cannot communicate effectively in English. Department of English Education also has visions and goals which guide students to become professional graduates. It also provides facilities or chances for the students to improve their English skills on teaching learning and train students' abilities in improving English speaking skills called SEGA (Saturday English Gathering). SEGA is a program established by the Department of English Education at the University of Muhammadiyah Surakarta as a medium and open place for students to have an interest in practicing the skills of teaching and learning activities and also improving their speaking skills in public and front of many people. The problem that often arises is that many students have difficulty speaking English because students often do not speak English fluently, which is caused by a lack of practice in speaking English. They seemed to be arguing about what to talk about first. The third aspect is the vocabulary they learn. Speaking, according to (Ur, 1991), is an important skill for language learners. Speaking promotes language learning and development in ways other than communication. However, the problem that often arises is that many students find it difficult to speak English, for many reasons. The problem that most often occurs is that students are often not fluent in speaking English, it is because the habit of speaking English is not practiced, the second is often seems to think in advance what to talk about, the third is the vocabulary

they have A few other students believe that practicing vocabulary and structure can assist them with their oral communication problems.

Another problem that is commonly faced, (Devi, 2018) points out is that the teaching of speaking in Indonesia is not easy to imagine, the several problems happening such as the students' pronunciation mistakes, grammatically, vocabulary, and ineffective communication. (Asakereh & Afshar, 2016) moreover accept that the source of speaking skills problems is the assortment and need for talking opportunities within the classroom compared to numerous varieties and sorts in genuine life situations. Besides all of that reasons, students not as it were preparing themselves with a wide vocabulary and knowledge concepts, but moreover, have to be paying attention to familiarity and exactness to oversee important communication so that the language or thoughts passed on are more effortlessly processed and accepted by audience members from any group of onlookers.

Sari (2017) who studied students' difficulties in speaking skills faced by the eleventh students at SMA Muhammadiyah 1 Karanganyar in the academic year 2016/2017. This study investigated the problems of the students in speaking skills among foreign languages, especially in English. The result of this study has different difficulties in learning to speak. Among them, it is difficult to say the word or sentence (vocabulary), lack of practice in speaking, and the mother tongue is their biggest challenge. In Inhibition, students feel shy and afraid when speaking English in front of the class. It is difficult to say a word or sentence that they think is difficult or they had never seen and heard before, the students are lazy to practice speaking English. In other words, students assume that English speaking is difficult because of limited vocabulary, low grammar, and poor pronunciation. The last problem is the mother tongue.

Qurbayati (2019), studied about the problems that occur in students speaking English in daily activity at *MA TERPADU AL ANWAR BARUHARJO DURENAN TRENGGALEK*. This considers points to think about the issues of understudies in their daily activity of speaking English at *MA TERPADU AL ANWAR BARUHARJO DURENAN TRENGGALEK*. This study tries to discover students' speaking issues and their causes. This inquires is based on the reality that the understudies still have a few channels in speaking English, indeed even though they utilize English every day. The difficulties of students in speaking English occurs when producing sentences and in making sentences with the correct structure. Students have an effort to remember all of the vocabularies used to communicate with others, problems with students 'everyday language problems that harm students' pronunciation, intonation, accuracy, and fluency, and punishment problems. The cause of the problem, students still have difficulty in

recollection vocabulary and most of them do not always use that vocabulary in their daily communications, the lack of practice is also the biggest challenge for students in speaking English daily activity, and students do not believe in speaking with correct pronunciation, intonation, accuracy, and fluency as well as vernacular patois influencing their everyday English and students violating language rules in schools.

Heriansyah (2008), studied about discusses the difficulties and causes perceived by English Department students of Syiah Kuala University in learning speaking and the efforts made by them to overcome their difficulties. The major aims of the study are to describe the difficulties and causes of difficulties by students of the English Department, Faculty of Teacher Training and Education, Syiah Kuala University. The problems faced by most students in speaking are students are powerless to remember English vocabulary, difficulty in pronouncing words, lack of confidence is often an extreme obstacle for students, as well as a lack of and not getting used to speaking English practice. The cause of the problem most students face is the 'fear of making mistakes. There are two kinds of problems faced by students in speaking that the researchers found in this study, namely linguistic problems and non-linguistic problems.

Salman (2013), studied the problems faced by students of class IV Speaking English Department of the University of Muhammadiyah Malang in Public Speaking. The study aimed to investigate what problems students face in public speaking and what alternatives students can use to solve those problems. The purpose of this research is to find out what problems students face in public speaking and to find out what solutions are the problems faced by students in public speaking. As a result, in general, the problems faced are lack of practice in public speaking, very limited choice of vocabulary, anxious and insecure attitude, lack of accuracy in processing the language, and unclear pronunciation due to ignorance. In the responses of several participants, Speaking is a complex skill because it requires many elements to be used simultaneously. Especially in speaking, students must have good speaking skills and discipline because they are not only suppressed in terms of ability but from the way of communicating ideas.

Indra (2021) discussed speaking difficulties encountered by Indonesian students during a class discussion at a university in the Midwest of the United States This study, in particular, employs a mixed-convergent method design in which the researcher captures the issue range from the perspective of individual processes such as linguistic knowledge, motivation, anxiety, and topic knowledge. The findings suggest that, in general, Indonesian students struggle with proper grammar and vocabulary selection during a class discussion. They also feel nervous

when participating in class discussions. They do not, however, struggle with pronunciation, motivation, or topic knowledge.

Based on the above phenomena, this research is conducted in studying the problems faced by students when speaking performance English by students of the Department of English Education at SEGA (Saturday English Gathering) of the University of Muhammadiyah Surakarta. Hence, the researcher hopes that this research could be for students' evaluation in speaking performance and to understand the state of reality contained in the process of delivery or producing the speech in the English language, especially in speaking class.

2. METHOD

In this research, the writer used descriptive qualitative research to find out the causes of the problems with their speaking skills, and find out the students' strategies to overcome their speaking problems at the SEGA program of the University of Muhammadiyah Surakarta. In collecting the data, the writer used observation, in-depth interviews, and an online questionnaire. The object of this research is strategies used by students to cope with speaking problems. Department of English Education students at the SEGA program of the University of Muhammadiyah Surakarta is the research subject. The writer only takes on the student in several groups selected from 22 groups of SEGA. The technique for analyzing data is data reduction, data display, and conclusion and verification by Miles and Huberman (1994).

3. FINDINGS AND DISCUSSION

The research results presented focus on the phenomena raised in the previous chapter at the SEGA program of the University of Muhammadiyah Surakarta, related to (1) to identify the students' problems in speaking skills faced by SEGA members of Department of English Education students at the University of Muhammadiyah Surakarta, (2) to find out causes of the problems on their speaking skills, and (3) to analyze the students' strategy to cope their speaking problem.

3.1 Problem Faced by Students in Learning Speaking

3.1.1 Inhibition

Inhibition is where an individual or student encounters deterrents, is stressed approximately making a mistake, and as a rule, his words will end up a concern which is more regularly anxious. Usually not like reading, writing and listening, because speaking will require real-time weight and exposure in front of the audience. It depends on the students' internal factors towards friends or

strangers when talking. The best way to improve speaking skills is to have a low level of anxiety and not worry about making mistakes in front of an audience. This depends on the internal factors of the students themselves against friends or other people when speaking. Here the result of the interviews between the participant (P) and the researcher (R);

R *Do you feel you can't speak fluently because you feel ashamed to make mistakes in speaking English? Give reasons!*

(Apakah Anda merasa tidak bisa berbicara dengan lancar, karena merasa malu melakukan kesalahan dalam berbicara bahasa Inggris? Berikan alasan!)

Here are the responses from the respondents below:

P1 *"Yes, especially to be used in formal matters such as to become a Master Ceremony in English, Tutoring, Mentoring, etc. It sometimes really interferes with a concentration in speaking."*

("Ya, terutama untuk digunakan dalam hal-hal formal seperti menjadi Master Ceremony dalam bahasa Inggris, Bimbingan Belajar, Mentoring dll. Terkadang sangat mengganggu konsentrasi dalam berbicara.")

P2 *"Yes, sometimes, because I often feel nervous. I feel I need to improve my confidence level."*

("Ya, kadang-kadang, karena saya sering merasa gugup. Saya merasa perlu meningkatkan tingkat kepercayaan diri saya.")

P3 *"Yes, because fear of making mistakes during public speaking can confuse to hinder the ability to speak"*

(Ya, karena takut melakukan kesalahan saat berbicara di depan umum dapat menyebabkan kebingungan hingga menghambat kemampuan berbicara")

3.1.2 Nothing-to-say

This occasion is a deterrent experienced by students who don't have a motive to precise themselves, indeed if nothing is within the way, teachers regularly find students complaining in case they have trouble considering something to say. When speaking English, the correct arrangement of words or sentences that are easily understood by the interlocutor is required. This is an impediment encountered by students who lack motivation and complain about difficulty and confusion in thinking about words or sentences to say when speaking.

R *Do you feel that lack of vocabulary is one of the problems you face in learning speaking skills? Give a reason!*

Apakah Anda merasa bahwa kurangnya kosakata merupakan salah satu masalah yang Anda hadapi dalam mempelajari keterampilan berbicara? Berikan alasan!

The response to the interviews:

P1 *"Agreed, because if our pronunciation differs significantly from what it should be, the audience may not be able to understand what we need. Since English is a language with many inconsistencies, it can be frustrating at times. To avoid confusion, listen to a native speaker's conversation as often as possible so you get used to them over time."*

"Setuju, karena jika pengucapan kita berbeda secara signifikan dari yang seharusnya, audiens mungkin tidak dapat memahami apa yang kita butuhkan. Karena bahasa Inggris adalah bahasa dengan banyak inkonsistensi, kadang-kadang bisa membuat frustrasi. Untuk menghindari kebingungan, dengarkan percakapan penutur asli sesering mungkin sehingga Anda terbiasa dengan mereka dari waktu ke waktu."

P2 *"I feel that I have not studied sentences or made good and correct sentences because of mistakes or lack of understanding of the structure."*

Frequently repeating words in a sentence makes it a bit unstructured. Sometimes speaking some words do not know English. language so that conveying and explaining opinions is limited.

“Saya merasa belum mempelajari kalimat atau membuat kalimat yang baik dan benar karena kesalahan atau kurang memahami strukturnya. Sering mengulang kata-kata dalam sebuah kalimat membuatnya agak tidak terstruktur. Terkadang berbicara ada beberapa kata yang tidak tahu bahasa Inggris. bahasa sehingga dalam menyampaikan dan menjelaskan pendapat terbatas.

P3 *"Limited words can make us not fluent in English. Because we will think twice about looking for alternative words that we do not know, one day it will make us convoluted."*

“Keterbatasan kata bisa membuat kita tidak fasih berbahasa Inggris. Karena kita akan berpikir dua kali untuk mencari alternatif kata yang tidak kita ketahui, suatu saat akan membuat kita berbelit-belit.”

3.1.3 Un-event participant

An un-event participant is a condition where students undiscovered the idea or doesn't have the opportunity to create it happen. In speaking activities, they listened or gotten to be listeners without partaking or doing exercises and hone speaking English. In other words, in a generally large course where one student can speak at a time and overwhelm it gets to be a propensity for other students, while others are speaking exceptionally small or not at all. Understanding the speaker's language in a conversation or a public speech, as well as in the practice of speaking English constantly, is an essential skill in polishing English speaking skills.

R *In learning speaking at SEGA. Do you feel like you don't understand or understand what your instructor is saying? So, could it lead to a misunderstanding? Give a reason!*

Dalam belajar berbicara di SEGA. Apakah Anda merasa seperti Anda tidak mengerti atau mengerti apa yang dikatakan instruktur Anda? Jadi, apakah itu bisa menyebabkan kesalahpahaman? Berikan alasan!

The response to the interviews are below:

P1 *“Perhaps the advanced level of vocabulary used makes it difficult for me to digest the information conveyed. I realized the lack of practice. So the more practice we develop our speaking skills.”*

“Mungkin tingkat kosa kata yang digunakan membuat saya sulit mencerna informasi yang disampaikan. Saya menyadari kurangnya latihan. Jadi semakin banyak latihan kita mengembangkan kemampuan berbicara kita.”

P2 *"Yes, because the vocabulary is rarely used in daily activities, it is usually used more formally and foreign."*

"Ya, karena kosakata itu jarang digunakan dalam kegiatan sehari-hari, biasanya digunakan lebih formal dan asing."

P3 *“Sometimes yes, because I hear a lot of new vocabulary from the speaker. One will get used to the frequency of study and I realized it is not practical because the ability to speak has to be honed to develop.” (page 16).*

“Kadang-kadang ya, karena saya mendengar banyak kosakata baru dari pembicara. Seseorang akan terbiasa dengan frekuensi belajar dan saya menyadari itu tidak praktis karena kemampuan berbicara harus diasah untuk berkembang.”

3.1.4 Mother tongue used

Most students utilize the same mother tongue, now and then it gets to be badly designed for them and a shape of student inclination when they need to practice speaking English for a few reasons. First, the mother tongue is less

demanding. Second, they consider speaking English unnatural to associated and indeed their friends don't provide a good response. This can be since students are less uncovered in case they speak English.

Most of the students use the same mother tongue, sometimes it is poorly designed for them and forms the tendency of students when they need to practice speaking English for several reasons. First, the mother tongue is less demanding. Second, they consider speaking English unnatural to hang out with and indeed their friends do not respond well. This could be because students are less open if they speak English.

R *Do you feel that using your mother tongue in your daily life is a problem in learning to speak?*

Apakah Anda merasa bahwa menggunakan bahasa ibu Anda dalam kehidupan sehari-hari Anda adalah masalah dalam belajar berbicara?

The explanation is mention in the data interview:

P1 *"Yes, because we feel that if we speak the language we are used to, people will understand it more easily.)"*

"Ya, karena kami merasa jika kami berbicara dengan bahasa yang biasa kami gunakan, orang akan lebih mudah memahaminya."

P2 *"Yes, because when our mother tongue is not used by everyone, we have to start adapting to a new language."*

"Ya, karena ketika bahasa ibu kita tidak digunakan oleh semua orang, kita harus mulai beradaptasi dengan bahasa baru."

P3 *"That's right because mother tongue is the language we have since we were born and our tongue automatically gets used to saying the words we usually use in everyday life."*

"Itu benar, karena bahasa ibu adalah bahasa yang kita miliki sejak kita lahir dan lidah kita secara otomatis terbiasa mengucapkan kata-kata yang biasa kita gunakan dalam kehidupan sehari-hari."

3.2 Causing the Problem in Speaking

Some of the problems faced by SEGA members in learning speaking were also related to the causes of the problems they faced. SEGA members also have their causes of problems in learning speaking. This was proven based on the results of interviews. Here the result of the interviews between the participant (P) and the researcher (R);

3.2.1 Inhibition

3.2.1.1 Age

Age is one of the foremost compelling factors in learning a second language, which is accepted by a few individuals or students that children are superior at aging language than adults. Children of essential age procure numerous foreign languages through play, for case, though adults can sensibly anticipate a more prominent utilize of unique considering (Richards & Renandya, 2012).

R *What do you think age can cause problems in speaking?*

Menurut Anda, usia apa yang dapat menyebabkan masalah dalam berbicara?

Age is one of the driving factors in learning speaking because age is also the first step in knowing the language process early, as follows:

P1 *"Age is the cause of problems in speaking because age can affect a person's mentality and way of learning, the younger a person learns, the faster the understanding he gets, this is because there are fewer*

things that young children have to pay attention to so that there is more time to learn without being disturbed by another thing."

“Usia adalah penyebab masalah dalam berbicara karena usia dapat mempengaruhi mentalitas dan cara belajar seseorang, semakin muda seseorang belajar, semakin cepat pemahaman yang dia dapatkan, hal ini karena semakin sedikit hal yang harus diperhatikan oleh anak kecil. bahwa ada lebih banyak waktu untuk belajar tanpa diganggu oleh hal lain.”

P2 *"Perhaps it will be easier for us if we are still young and learning to speak English. However, if we are too old, it will be difficult for us to communicate in English."*

"Mungkin akan lebih mudah bagi kita jika kita masih muda dan belajar berbicara bahasa Inggris. Namun, jika kita terlalu tua, akan sulit bagi kita untuk berkomunikasi dalam bahasa Inggris."

P3 *"In age too, the older the more difficult it will be to memorize vocabulary and understand the structure of good and correct English"*

"Pada usia juga, semakin tua semakin sulit untuk menghafal kosakata dan memahami struktur bahasa Inggris yang baik dan benar." (melani)

3.2.1.2 Personality

Vander (1971) stated personality has been described from the set of highlights that characterize a person. It can be said that this concept is exceptionally troublesome to characterize and degree since of its complex nature. Numerous students have trouble speaking English because of the student's claim personality, counting fear of making mistakes, embarrassed consideration when speaking English, lack of vocabulary, grammar mistakes, and poor pronunciation. One's personality is also one of the factors that cause problems in learning speaking. Many students have difficulty speaking English because of student personality claims, fear of making mistakes, shy judgment when

speaking English, lack of vocabulary, grammatical errors, and poor pronunciation.

R *Why personality can be the cause of problems in learning speaking?*

Mengapa kepribadian dapat menjadi penyebab masalah dalam pembelajaran berbicara?

They respond based on the interviews that:

P1 *"Because personality is a reflection and image of a person, and everyone has a different personality, of course, everyone has a different mindset and goals."*

"Karena kepribadian adalah cerminan dan citra seseorang, dan setiap orang memiliki kepribadian yang berbeda-beda, tentunya setiap orang memiliki pola pikir dan tujuan yang berbeda-beda."

P2 *"Personality can be a cause of problems when it comes to speaking because one's personality can influence how and when a person learns."*

"Kepribadian dapat menjadi penyebab masalah dalam berbicara karena kepribadian seseorang dapat mempengaruhi bagaimana dan kapan seseorang belajar."

P3 *"Because there is such a thing as a language character. It is, after all, shaped by each individual's personality. It's pointless for me to practice speaking because I'm a quiet person."*

"Karena ada yang namanya karakter bahasa. Bagaimanapun, itu dibentuk oleh kepribadian masing-masing individu. Tidak ada

gunanya bagi saya untuk berlatih berbicara karena saya orang yang pendiam."

3.2.2 Nothing-to-say

3.2.2.1 Intelligence

Intelligence could be a common capacity to ace academic abilities. Intelligence is characterized and measured in terms of consistent linguistic and numerical capacities. Students are superior at learning a language than others since students have diverse abilities based on their backgrounds within the learning process. Typically used to degree the score of skills achieved by students within the learning process which can afterward influence ability is the most factor that decides the victory rate of language learning within the classroom (Ellis, 1986). Intelligence is the main factor causing problems in learning speaking. Intelligence can be a general capacity to improve academic ability which is measured in terms of consistent linguistic and numerical capacity and can affect ability is the most determining factor in the success rate of language learning.

R *What do you think that intelligence factor can be the cause of speech problems?*

Menurut Anda apa faktor kecerdasan yang dapat menjadi penyebab masalah bicara?

There are some respondents' responses about intelligence being the cause of problems in learning speaking:

P1 *"Because to be able to speak English we must be diligent in practicing and studying. so this attitude is very important." (erwing)*

"Karena, untuk bisa berbahasa Inggris kita harus rajin berlatih dan belajar. Jadi sikap ini sangat penting."

P2 *"Because if someone has intelligence, a strong desire to learn, and a strong curiosity, diligent practice will make it easier to cultivate in learning the language."*

“Karena jika seseorang memiliki kecerdasan, keinginan yang kuat untuk belajar, dan rasa ingin tahu yang kuat, rajin berlatih akan memudahkan untuk membudayakan dalam belajar bahasa.”

P3 *"Because the more we are diligent it will help our knowledge process. Like diligently practicing speaking independently. If you are lazy, it will eventually cause new problems in learning speaking later. So everything we do depends on our attitude in accepting the knowledge."*

“Karena semakin rajin kita akan membantu proses pengetahuan kita. Seperti rajin berlatih berbicara secara mandiri. Jika malas, akhirnya akan menimbulkan masalah baru dalam belajar berbicara nantinya. Jadi semua yang kita lakukan tergantung sikap kita dalam menerima ilmu tersebut.”

3.2.2.2 Motivation

Motivation is the main factor that will influence the success of being a good and appropriate speaker. Richards (1985) cited in (Richards, 1987) accepts that motivation may be a figure that decides a person's want to do something. It is evident that students who want to memorize tend to need to do more than students who don't. Motivation is isolated into two categories, specifically extrinsic motivation and intrinsic inspiration. Extrinsic inspiration is caused by a few components that are exterior the classroom, for case, students need to pass an exam, anticipate financial rewards, conceivable outcomes, or openings that they must seek after within the future. Motivation is the main factor that will affect the success of being a good and appropriate speaker. This attitude could become a benchmark of student ability or someone in the ability to speak in public with his co-star. Social culture and the focus

language interest are some of the causes of English-speaking problems to coordinate with the target language.

R *Give your reasons! Why should having a cultural interest in English be very influential in causing problems in speaking?*

Berikan alasan Anda! Mengapa memiliki minat budaya dalam bahasa Inggris menjadi sangat berpengaruh dalam menyebabkan masalah dalam berbicara?

Here are the results of the interview:

P1 *"Because by liking English someone will continue to practice to master speaking."*

"Karena dengan menyukai bahasa Inggris seseorang akan terus berlatih menguasai speaking."

P2 *"Because language is part of the culture."*

"Karena bahasa adalah bagian dari budaya."

P3 *"It is critical, in my opinion, since someone with a strong cultural interest in a nation will be highly enthusiastic about studying its culture and learning the language, which is advantageous in learning languages, particularly speaking."*

"Sangat penting, menurut saya, karena seseorang dengan minat budaya yang kuat pada suatu bangsa akan sangat antusias mempelajari budayanya dan mempelajari bahasanya, yang sangat menguntungkan dalam belajar bahasa, khususnya berbicara."

3.2.3 Un-event participant

This is an attitude in which students become acquainted with the teacher's manner of providing feedback or teaching the target language. This is demonstrated by students' motivation and confidence in identifying the causes

of their ability issues. The method connected by the teacher that's instructed to students is certainly exceptionally persuasive which they indeed consider exceptionally boring, they may not be motivated, they lose confidence, it is exceptionally comparable in case they have self-confidence, they will be comfortable with the method utilized, success is more likely happen.

R *What is your opinion that the influence of the teacher's method in teaching is the cause of problems in speaking? give a reason!*

Apa pendapat Anda bahwa pengaruh metode guru dalam mengajar menjadi penyebab masalah dalam berbicara? berikan alasan!

Here is the response to the interviews:

P1 *"Direct method, practice every time, start using new vocabulary." (p 13)*

"Metode langsung, berlatih setiap saat, mulailah menggunakan kosakata baru." (hal 13)

P2 *"lack of reading vocabulary repeatedly then I practice in front of the mirror." (p 29)*

"kurangnya membaca kosakata berulang-ulang maka saya berlatih di depan cermin." (hal 29)

P3 *" Because when the teacher finds the proper and interesting manner to impart the material and learning, the child will be highly passionate, facilitating the learning process, particularly speaking." (loulina)*

Karena ketika guru menemukan cara yang tepat dan menarik untuk menyampaikan materi dan pembelajaran, anak akan sangat bersemangat, memfasilitasi proses pembelajaran, terutama berbicara.

3.2.4 Mother tongue used

3.2.4.1 The teacher

This is the main factor for student motivation in continuing to learn a language. In other words, whether students like the teacher or not, teachers using the same method can have different results.

R *The attitude of liking or disliking the teacher, can it be the cause of problems in speaking? give a reason!*

Sikap menyukai atau tidak menyukai guru, apakah bisa menjadi penyebab masalah dalam berbicara? berikan alasan!

Here is the result of the interviews:

P1 *"Yes, since, just like any other topic, if someone enjoys the guiding instructor, he will follow it joyfully and earnestly, however, if he dislikes the directing teacher, he will be uninterested in the lesson, lowering his ability."*

"Ya, karena, seperti topik lainnya, jika seseorang menyukai instruktur pemandu, dia akan mengikutinya dengan gembira dan sungguh-sungguh, tetapi jika dia tidak menyukai guru pengarah, dia tidak akan tertarik pada pelajaran, menurunkan kemampuannya"

P2 *"That's true because when we have a poor teacher's point of view, this means that we don't like the teaching process, so we find the lessons hard to take."*

"Itu benar karena ketika kita memiliki sudut pandang guru yang buruk, itu berarti kita tidak menyukai proses pengajaran, sehingga kita sulit mengambil pelajaran."

P3 *" maybe, students who don't like the teacher will find it difficult to absorb the material presented by English subjects."*

"Mungkin, siswa yang tidak menyukai guru akan kesulitan menyerap materi yang disampaikan oleh mata pelajaran bahasa Inggris."

3.2.4.2 Success

A student's motivation drive can be said to be effective if it can play its part as a student. A failure and success can decrease the motivation of numerous assignments that amass, students' ability within the learning process. This is the cause of the problem in learning speaking as well. This encouragement is very influential on success or failure which can reduce motivation to learn speaking and reduce students' abilities in the learning process.

R *What do you think, is the encouragement from the environment also the cause of problems in speaking?*

Bagaimana menurut Anda, apakah dorongan dari lingkungan juga menjadi penyebab masalah dalam berbicara?

The explanation is mention in the data interview:

P1 *"Yes, if the encouragement is positive, the child will have a positive development and can master speaking more quickly, but on the contrary, if the encouragement is negative, the child will feel inferior so he will be reluctant to learn"*

"Ya, jika dorongannya positif, anak akan memiliki perkembangan yang positif dan dapat menguasai berbicara lebih cepat, tetapi sebaliknya, jika dorongannya negatif, anak akan merasa rendah diri sehingga ia enggan belajar."

P2 *"That's right because when someone gets motivated he will feel happy and excited because someone supports him." (sasti)*

"Benar, karena ketika seseorang termotivasi dia akan merasa senang dan bersemangat karena seseorang mendukungnya."

P3 *"In my opinion, the encouragement from the environment makes us more capable and interested in learning to speak." (erwing)*

"Menurut saya, dorongan dari lingkungan justru membuat kita lebih mampu dan tertarik untuk belajar berbicara."

3.3 Strategies in Learning Speaking

There are several obstacles faced by SEGA members in the process of learning to speak English. SEGA members also have their way of overcoming all problems in learning speaking. This was proven based on the results of interviews.

Here the result of the interviews between the participant (P) and the researcher (R) about the strategies to overcome the problems faced by SEGA members in the process of learning to speak English are presented as follows:

3.3.1 Inhibition

Language learners are often too shy or embarrassed to say anything when they don't understand another speaker or when they realize that the other person doesn't understand them. Students should be able to recognize in overcoming this tendency with self-confidence that misunderstanding and the need for clarification can occur in all kinds of interactions, regardless of language skill level.

This strategy is the main thing for how to overcome shyness and a tendency to trust in speaking with the other person or in public.

R *"What is your strategy to cope with anxiety and not worry or be embarrassed if you make a mistake in your speaking performance?"*

(Apa strategi Anda untuk mengatasi kecemasan dan tidak khawatir atau malu jika Anda melakukan kesalahan dalam penampilan berbicara Anda?)

The strategies that do with some members of SEGA in learning speaking were stated in the data or interview below:

P1 *"Try to stay calm and manage to feel relaxed to reduce anxiety"*

(Mencoba untuk tetap tenang dan mengatur agar perasaan menjadi rilex agar mengurangi rasa cemas)

P2 *" Making as if the mistake was indeed my intention"*

(Membuat seakan kesalahan itu memang saya sengaja)

P3 *"My strategy is to try to pretend that no one is standing in front of me and think that mistakes are natural so that I won't be afraid so I can speak casually in public."*

(Strategi saya yaitu, berusaha menganggap tidak ada orang yang berdiri didepan saya dan berfikir bahwa kesalahan adalah hal yang wajar sehingga saya tidak akan ketakutan sehingga dapat dengan santai berbicara di depan umum)

3.3.2 Nothing-to-say

A communication circumstance can be related to an arrangement of unsurprising oral discussions – scripts. In interacting every day with transactional, greeting each other, interacting with the English teacher using English words or the other person is a method to overcome the problem of speaking English. This strategy is where students' catchwords or sentences from the interlocutor so that they can be heard clearly.

R *"What is your strategy in assembling words or sentences so that what you want to convey is clear and understood by the other person when doing speaking?"*

(Apa strategi Anda dalam merangkai kata atau kalimat agar apa yang ingin Anda sampaikan jelas dan dipahami lawan bicara saat berbicara?)

P1 *"Try to stay calm and manage to feel relaxed to reduce anxiety"*

(Mencoba untuk tetap tenang dan mengatur agar perasaan menjadi rilex agar mengurangi rasa cemas)

P2 *" Making as if the mistake was indeed my intention"*

(Membuat seakan kesalahan itu memang saya sengaja)

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3.3.3 Un-event participant

One way to empower these learners to begin participating is to assist them to build a minimal set of responses that they can utilize in different sorts of exchanges. Such responses can be exceptionally valuable for beginners. Minimal responses can be anticipated by applying informal expressions that discussion members utilize to appear understanding, approval, question, and other reactions to what other speakers are saying. Having such a set of responses permits students to center more on what other learners are saying without having to at the same time arrange responses. This strategy which students apply to understand the speaker's language in conversation or public speech, as well as in the practice of speaking English continuously in polishing English speaking skills.

R *What is your strategy in understanding and capturing what is being said by your interlocutor or your SEGA tutor! What do you do if unclear receiving it?*

(Bagaimana strategi Anda dalam memahami dan menangkap apa yang disampaikan oleh lawan bicara Anda atau tutor SEGA Anda! Apa yang Anda lakukan jika tidak jelas menerimanya?)

The result of the interviews:

P1 *"Understand every word spoken by another person, always trying stringing words together"*

(Pahami setiap kata yang diucapkan orang lain, selalu berusaha merangkai kata bersama)

P2 *"Using vocabulary that is simple and easy to understand and can be easily spoken"*

(Menggunakan kosakata yang sederhana dan mudah dipahami untuk disampaikan)

P3 *"My strategy is to look for the main words or the essence of the conversation that I want to convey first and then look for easy-to-understand words to put them together.."*

(Strategi saya yaitu mencari kata kata pokok atau inti dari percakapan yang ingin saya sampaikan terlebih dahulu baru setelah itu mencari kata kata yang mudah dipahami untuk merangkainya)

SEGA members in the English Education study program experience four problems in learning to speak: inhibition, nothing-to-say, un-event participant, and mother tongue used. Observations were carried out to find out what are the problems faced by members of SEGA in studying speaking. Researchers researched by observing SEGA activities on Saturdays, interviewing tutors and SEGA members to find out the students' problems in learning speaking, the causes of the problems on their speaking skills, and the way the students overcome the problems in speaking skills based on their opinion.

Based on the findings of the data interview, the speaking problems faced by SEGA members are relevant to the statement from (Ortega, 2014), contends that a problem may be a crevice between desires of something that ought to be thought into a reality and (Ur, 1991), clarifies that in speaking activities students will discover a few problems based on the reality such as inhibition, nothing-to-say, un-event participant, and mother tongue used.

Generally, SEGA members have a limited vocabulary since they only grasp words that they know and are familiar with, or the mainstream used by Indonesians, or in other words, utilize diction that is easy for Indonesians to understand in general. Accompanied by grammatical issues that they have mastered, they sometimes do not care about the structural tenses in carrying out conversations, believing that grammar is unimportant in speaking as long as the other person knows what is being said. The background that becomes a problem in learning speaking is also based on their daily life. Especially from Indonesia, which makes English a second language, where using English is temporary and not long enough in daily life, for example, they use it when studying subjects when learning English only. Students also lack accuracy in listening to native speaking during their class so that they may never practice directly in speaking because they do not have the motivation to learn it. This is because students are afraid of making mistakes in pronunciation and still feel embarrassed in speaking English. This is the problem for SEGA members in learning speaking so that students have a lack in pronunciation due to the environment and habits in a daily conversation using the language.

After conducting research, the researcher discovered the cause of the problems in learning speaking. The researcher derived numerous conclusions concerning the causes of students' problems in learning to speak based on the findings of the data that are relevant to the statement from (Ellis, 1986), stated some factors influence foreign language learning are age, personality, intelligence, and motivation that the causative factor which is also obtained from habits in a person's daily activities. In general, some of the participants had physical condition problems in speaking which greatly affected the students which caused a lack of confidence and anxiety. Self-confidence is an important skill in speaking skills since, as SEGA instructors, they interact with SEGA participants every Saturday morning during the learning process program. As a response, SEGA members lack confidence during the process since they have direct conversations with other SEGA members and in front of other SEGA groups who already have good English abilities as English Education students. Another issue is that fear emerges when SEGA members give their ideas throughout the

learning program, particularly during the practice of public speaking, which the instructor will analyze. Shock culture is also the cause of other issues discovered in this study that SEGA members encounter when learning to communicate. Because of the cultural contrasts between Indonesian and British cultures, this is the case. Indonesia is confronted with a variety of dialects from SEGA members, which can leave instructors confused and misunderstood. They may rely only on cross-cultural understanding, such as when discussing social media habits, Indonesian and British habits, and so on. This delays the students' interest in catching up with them in speaking English. After that, the interest in learning methods by the instructor became the main factor causing this problem. Students frequently feel bored and uninterested in English lessons. After all, they dislike English or the teacher who teaches because they believe the manner utilized is boring.

Based on the findings of the data interview, the strategies used by SEGA members to overcome the problems in learning speaking are relevant to the statement from (Malley & Chamot, 1990), which characterizes that learning strategies are procedures connected by students to overcome a problem they confront. This is often a special action taken by students in arranged to form a comfortable and simple situation, fast, more enjoyable, free, more effective, and transferable learning climate. Learning strategies are specific attitudes, behaviors, and thinking patterns that each individual uses to improve them in understanding, learning, or absorbing new information. In overcoming their speaking problems, take lessons or courses before joining a learning program to improve speaking skills in English. In that way, they feel a big impact in their lives, especially in social and English speaking skills. SEGA's members feel should be able to recognize in overcoming this tendency with confidence that misunderstandings and the need for clarification can occur in all types of interactions, regardless of language skill level. In an essence, this assists in the development of speaking abilities by making them aware of various scenarios so that they can anticipate who they are with and what they must respond to. The relationship between a speaker's turn and the individual who followed it can be assumed to be predictable under this method. Then, by asking for expressions or actions to convey understanding, agreement, queries, and other responses to what other speakers say. They believe that having so many different responses allows them to focus more on what is being said.

4. CLOSING

Based on the research, findings, and discussion, the researcher concludes the research study. The students' problems in learning speaking were that the student's vocabulary is limited,

students had trouble in saying something in English because they did not know how to pronounce it appropriately and could not distinguish between English words with similar pronunciation, still afraid to make mistakes when demonstrating their speaking abilities to others or in public, lack of confidence and attention that causes listeners or audiences to be confused since they are not pronouncing the words, still elements about accepting the language because they haven't learned it or don't understand what it means, they usually find it challenging to communicate in English while they are using their mother tongue in their daily lives, students find it difficult to distinguish words spoken by speakers that have the same meaning and writing. The causes of students' problems in learning speaking were: firstly, they constantly consider age as a criterion for speaking, whether it is due to interaction with peers or not, students have a lack of personality to follow the English language learning process to make it harder for their aim and motivation to learn, lack of interest in pursuing if they don't comprehend or accept the language or phrases delivered in English, learning motivation (both intrinsic and extrinsic) in learning English is still inadequate, causing students to be unfamiliar with the culture and interests included in the language to be learned, still assuming believe that English is a difficult and complex language to understand, and the last is they frequently feel bored and uninterested in English lessons. After all, they dislike English or the teacher who teaches because they believe the manner utilized is boring. The students' strategies to overcome the problems in learning speaking, as follows: The first, by requesting that the speaker repeat the language or words that are considered hard to understand, considering the context of the speech in progress and, most likely, the meaning of the words provided by the speaker. Second, they are using an application to determine whether or not the pronunciation is proper. Then interacting frequently, greeting each other, and practicing conversation with the other person in a transactional manner. They reduce shyness and increases self-confidence in self abilities. After that, they increase motivation to learn and practice speaking in front of a mirror gradually. Then, while developing a strong sense of self-confidence. The last is having the mindset and eagerness to catch up and progress in acquiring the idea.

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