

**PROBLEM FACED BY STUDENT IN LEARNING SPEAKING AT SMAN 1
KARANGANYAR**



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

By:

RIQOOH FATHIN

A320170068

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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APPROVAL

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PUBLICATION ARTICLE

by:

RIQOOH FATHIN

A320170068

Approved to be examined by consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Consultant,

A handwritten signature in black ink, appearing to read 'Arvati Prasetyarini', is written over a light gray background.

Arvati Prasetyarini, S. Pd., M. Pd.

NIDN. 605107001

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by:

RIQOQH FATHIN

A320170068

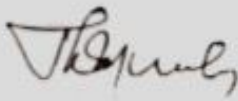
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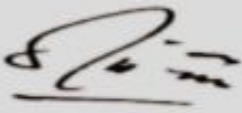
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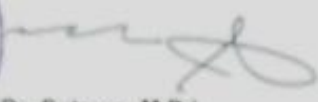
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A320170068

PROBLEM FACED BY STUDENTS IN LEARNING SPEAKING AT SMAN 1

KARANGANYAR

Abstrak

Peneliti ini bertujuan untuk mendeskripsikan masalah yang dihadapi siswa ketika berbicara bahasa Inggris di SMAN 1 Karanganyar. Penelitian ini merupakan penelitian deskriptif kualitatif. objeknya adalah permasalahan yang dihadapi siswa dalam pembelajaran berbicara di SMAN 1 Karanganyar dan bagaimana siswa menyelesaikan permasalahan tersebut. Untuk memperoleh data, peneliti menerapkan wawancara, observasi, dan angket kepada siswa. Hasil penelitian ini menunjukkan bahwa (1) Masalah yang dihadapi siswa SMAN 1 Karanganyar adalah jumlah kosakata yang terbatas, kurang percaya diri, bahasa ibu, dan pengucapan yang kurang baik. (2) Penyebab siswa mengalami kesulitan dalam berbicara bahasa Inggris adalah metode pembelajaran yang terlalu monoton, kurangnya motivasi siswa, kurangnya latihan, dan kurangnya wawasan tentang pentingnya berbicara bahasa Inggris. (3) Strategi yang diterapkan siswa dalam menghadapi masalah dalam berbicara bahasa Inggris adalah dengan belajar menambah kosakata melalui media sosial, melalui musik melalui film, banyak berlatih di depan cermin untuk membangun rasa percaya diri, membiasakan berbicara bahasa Inggris dengan siapa pun agar terbiasa, lebih aktif dalam belajar di kelas, dan menggunakan teknologi atau aplikasi seperti google translate, di google translate ada fitur untuk membenarkan pengucapan, atau belajar melalui aplikasi lain seperti youtube.

Kata kunci: Masalah Yang Dihadapi, Siswa, Berbicara Bahasa Inggris

Abstract

This researcher aims to describes the problems faced by students when speaking English at SMAN 1 Karanganyar. This research is a qualitative descriptive study. the object is the problems faced by students in learning to speak at SMAN 1 Karanganyar and how students solve the problems. To obtain data, the researcher applied interviews, observations, and questionnaires to students. The results of this study indicate that (1) The problems faced by students of SMAN 1 Karanganyar are limited number of vocabularies, lack of confidence, mother tongue, and poor pronunciation. (2) The causes of students having difficulty in speaking English are learning methods that are too monotonous, lack of motivation for students, lack of practice, and lack of insight into the importance of speaking English. (3) The strategies applied by students in dealing with problems in speaking English are by learning to increase vocabulary through social media, through music through films, practicing a lot in front of the mirror to build self-confidence, get used to speaking English with anyone to get used to it, be more active in learning in class, and to use technology or applications such as google translate, in google translate there is a feature to justify the pronunciation, or learn through other applications such as Youtube.

Keywords: Problem Faced, Students, Speaking English

1. INTRODUCTION

Nowadays, the entire world speaks English as the same language they used to communicate. English is currently widely utilized in a variety of industries, including scientific research,

education, commerce, the internet, tourism, medical, and many more. Thus, when we master English, it will be easier for us to get relationships from the various worlds. Teaching English requires an appropriate method in which students should master four skills, specifically reading, speaking, writing, and listening. These four skills are very important in English. It is useful in our daily life, one of which is when we interact with other people from all over the world, it makes us interact easily using English since English is an international language. Therefore, speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listeners Tarigan in (Musaddat, 2008). This means that the speaker should communicate his ideas to be accepted by others.

Someone who learns a foreign language has a goal to be able to communicate with other foreign-language speakers. However, learning foreign languages also often has problems since it is difficult to pronounce and speak fluently and clearly. Some students believe that oral communication problems can be solved by practicing vocabulary and structures. Learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000). On other hand, achieving the efficiency of speaking is not easy. Students are not only required to use the correct language words or good pronunciation and vocabulary. However, the students are also required to understand how to use the language. As Hinkel (2005) stated, the problem faced by students is when they found words that they do not understand and a form of words that they do not know how to use or do not understand the intended meaning.

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 Lawrie (2004) 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 conditions in life, it shows that the phenomenon of speaking is a problem among students. Most of them cannot speak English well due to several factors. SMAN 1 Karanganyar is one of the high schools located in Karanganyar district where is the choice of the researcher to find the problems faced by students of SMAN 1 Karanganyar. The problem that often arises is that many students have difficulty speaking English since students are often not fluent in speaking English, this is caused by the habit of speaking English that has not been

practiced. Secondly is often like thinking about what to talk about first. The third is vocabulary words they acquired. Goh (2007) stated that speaking is an important skill for language learners. Speaking also promotes language learning and development, not only by playing a role in communication.

Swary (2014) wrote “A Study of Students’ Problems in Learning Speaking English at The Second Grade of Smp Negeri 1 Talaga”. This study examined students' problems in learning to speak English and find ways to solve them. The researcher concluded that several factors that made students experienced their problems in learning to speak English such as low vocabulary mastery, limited grammar knowledge, pronunciation, shyness, nervousness, and fear. Making mistakes, lack of confidence, limited training, minimum opportunities, environmental factors, mother tongue.

Fitriani and Apriliawati (2015) wrote “A Study on Student’s English-Speaking Problems in Speaking Performance”. This study focused on the problem of speaking English of students and this study aimed to find out the most common problems speaking English faced by the third-semester students of the English Education Study Program, FKIP Tanjungpura University Pontianak in their speaking performance. In conclusion, psychological problems are the most dominant problem faced by third-semester students of the English Education Study Program, FKIP Tanjungpura University, Pontianak.

Heriansyah (2012) wrote “Speaking problem faced by the English department students of Syiah Kuala University”. This study focused on the difficulties and causes felt by students of the English Department of Syiah Kuala University in learned to speak English and the strategies they took to overcome these difficulties. The problem that many students found is a 'lack of vocabulary', while the main cause is the 'fear of making mistakes preventing them from speaking. The results of research and discussion of researcher concluded that students of the English Department, Faculty of Teacher Training and Education, Syiah Kuala University have several problems in speaking. Problems faced by most students in speaking were 'vocabulary deficiency', 'lack of confidence to speak', 'not being used to speaking in class', and 'difficulty expressing words or sentences.' The cause of the problem most students faced is 'fear of making mistakes. There are two kinds of problems faced by students in speaking that the researcher found in this study, namely linguistic problems, and nonlinguistic problems.

Nakhalah (2016) wrote “Problem and difficulties of speaking that Encounter English language students at Quds Open University”. The study, aimed to explore the causes of these difficulties. The results of this study were students had several reasons for their difficulty in speaking skills, such as fear of mistakes, embarrassment, anxiety, and lack of self-confidence.

The researcher accepted several recommendations the most important of which was to build a supportive environment and encourage students to speak English frequently and suggested doing more research and studies on the speaking difficulties faced by English students.

Riadil (2020) wrote “A study of students’ perception: identifying EFL learners’ problem in speaking skill”. This study discussed students' perceptions of implementation problems and solutions. The result of this research is that students experienced problems in learning to speak English. The most problematic for students is the use of their mother tongue, the use of another language in the English classroom, most agreed that their mother tongue is easier than English.

2. METHOD

In this research, the researcher used descriptive qualitative research to describe the problems faced by students in learning to speak English at SMAN 1 Karanganyar. In collecting data, the researcher used interviews and online questionnaires. Interview scripts are written on notes. The online questionnaire document was obtained from the Google form. The object of this research is the problems faced by students in learning to speak at SMAN 1 Karanganyar and how students solve the problems. class X students of SMAN 1 Karanganyar as research subjects. Data analysis technique with Collection, Drawing Conclusion, and conclusion and verification by Miles and Huberman (1994).

3. FINDING AND DISCUSSION

In order to achieve the objectives of the study, the researcher described the results of the research dealing with: (1) the problems faced by the students when learning speaking English at SMAN 1 Karanganyar, (2) the causes that are often faced by students at SMAN 1 Karanganyar, (3) the students solve the problems learning speaking in SMAN 1 Karanganyar. The findings are taken from interview and the online questionnaire.

3.1. Finding

3.1.1. Problems faced by students in learning speaking at SMAN 1 Karanganyar

The problems that students often faced are such as limited of vocabulary, lack of confidence when conveyed the ideas they know, fear of making mistakes when expressed the ideas, and the pandemic situation made it more difficult for students to learn to speak English and increase vocabulary. The conversation in the interview section between the researcher (TR) and the first participants (P1), as follows:

a. *Limited of Vocabulary*

TR : *“Apa masalah terbesar yang membuat siswa kesusahan dalam berbicara Bahasa Inggris?”*

(What is the biggest problem that makes it difficult for students to speak English?)

P1 : *“Kurang nya Vocabulary yang di miliki jadi masih kaku dalam mengabungkan kata dalam sebuah kalimat.”*

(The lack of vocabulary they had, makes them still stiff in combined words in a sentence.)

P2 : *“Kurangnya menguasai dan mempelajari vocabulary”.*

(Lack of mastered and learned vocabulary.)

P3 : *“Iya, jika kosakata dalam kalimat sempurna pasti akan memudahkan kita dalam berbicara bahasa inggris.”*

(Yes, if the vocabulary in the sentence is perfect it will definitely make it easier for us to speak English.)

b. *Lack of Confidence*

TR : *“Bagaimana tanggapan kalian tentang kurangnya percaya diri membuat adalah salah satu faktor kalian kesulitan dalam berbicara bahasa inggris ? Kenapa? dan berikan penjelasan!”*

The explanation is mentioned in the data interview:

(What is your opinion about the lack of confidence that made it one of the factors that made you have difficulty speaking English? Why? Give an explain!)

P1 : *“Ya, karen percaya diri itu penting, karena dengan adanya percaya diri pasti membuat seseorang tidak ragu ragu dalam mempelajari sesuatu apalagi bahasa inggris merupakan bahasa asing, jika sudah tidak percaya diri pasti mbuat sulit bercakap”.*

(Yes, since self-confidence is important, having self-confidence will definitely make someone not hesitate in learning something, especially English is a foreign language, if you are not confident, it will make it difficult to speak.)

P2 : *“Menurut saya orang indonesia selalu menganggap " alay " orang yang sedang berbicara bahasa inggris . Padahal itu salah satu bentuk latihan mereka agar bisa lancar berbahasa inggris. Hal itu yang*

menyebabkan kurangnya percaya diri dalam berbahasa inggris sehari-hari."

(In my opinion, Indonesian people always think of "alay" people who are speaking English. Even though it is one of their forms of practice so that they can speak English fluently. This leads to a lack of confidence in speaking English every day.)

P3 : *"Menurut saya, kurangnya percaya diri dapat membuat kesulitan berbahasa inggris karena percaya diri merupakan modal yang sangat penting dalam berbahasa inggris. Percaya diri dapat membuat kita semakin lancar dalam berbahasa inggris meskipun grammar, struktur bahasa dan kosa kata masih berantakan"*

(In my opinion, lack of confidence influenced it difficult to speak English since confidence is a very important capital in speaking English. Confidence can be influenced us more fluent in speaking English even though grammar, language structure, and vocabulary are still messy.)

c. Mother Tongue

TR : *"Apakah kalian setuju bahwa berbicara bahasa inggris bukan menjadi bahasa keseharian maka kalian menjadi kurang antusias dalam belajar berbicara bahasa inggris? mengapa bisa terjadi seperti itu?"*

(Do you agree that speaking English is not a daily language so that you became less enthusiastic in learning to speak English? Why it can happen?)

The explanation is mentioned in the data interview:

P1 : *"Tidak setuju. Di era sekarang banyak sekali hal hal yang berbau bahasa inggris. Jadi seharusnya orang orang harus antusias belajar bahasa inggris , minimal yang basic basic"*

(Do not agree. Nowadays, there are many things related to English. So, people should be enthusiastic about learning English, at least the basics.)

P2 : *"Benar. Jika dibiasakan akan lebih tertantang, dan apabila jarang digunakan akan lebih kaku lebih sulit."*

(It is true. If you get used to it, it will be more challenged, and if it is rarely used it will be stiffer and more difficult.)

P3 : *"Setuju, karena apa yg menjadi kebiasaan pasti akan dengan sendirinya dipelajari tanpa perlu paksaan. jika bahasa inggris belum menjadi salah satu bahasa sehari-hari pasti banyak diabaikannya."*

(Agree, since what became a habit will naturally be learned without needed to be a force. If English has not become one of the daily use languages, many people will ignore it.)

d. Poor in Pronunciation

P1 : *“Pronoun, karena kata bahasa inggris tidak bisa dibaca sesuai kata/huruf”*

(Pronoun, since English words cannot be read according to words/letters)

P2 : *“Pronunciation dalam beberapa kata yang sudah membuat saya kesusahan dalam berbicara bahasa inggris.”*

(Pronunciation in a few words that have made it difficult for me to speak English.)

P3 : *“Karena antara tulisan dan pengucapan berbeda”.*

(Since the written texts and pronunciation are different.)

3.1.2. Causes of the Problem in Speaking at SMAN 1 Karanganyar

There are several causes that make it difficult for students to speak English. Each student has a different problem in speaking. There are several data taken related to the causes of problems in speaking as follows:

TR : *“Apa penyebab masalah siswa kesusahan dalam berbicara bahasa Inggris?”*

(What are the causes of students' difficulties in speaking English?)

a. Teaching Techniques

TR : *“Apakah Metode belajar yang digunakan guru menjadi penyebab kalian senang berbicara dalam bahasa Inggris? Beri alasan kenapa!”*

(Does the learning method used by the teacher influenced you to enjoy speaking in English? Give a reason why!)

The explanation is mentioned in the data interview:

P1 : *” Betul, karena memang ada beberapa guru yang metode mengajar khusus nya pengampu bahasa Inggris itu tidak menyesuaikan dengan kemampuan murid nya”.*

(That's right since there are indeed some teachers whose special teaching methods are English speakers that don't match the abilities of their students).

P2 : “Benar, jika metode yang digunakan guru asik pasti akan membuat siswa juga tertarik dengan apa yang dipelajari, misal metodenya membosankan pasti ketertarikannya menjadi berkurang bahkan tidak tertarik sama sekali, apalagi bahasa inggris bukan bahasa sehari-hari jadi jika tidak menarik pasti akan membuat malas dan impactnya menjadi kesusahan dalam berbahasa”.

(That's right, if the method used by the teacher is good, it will definitely make students interested in what they are learning, for example, the method is bored, the interest will be reduced and even not interested at all, moreover English is not daily use language so if it is not interesting it will definitely make you lazy and the effect is difficult to speak.)

P3 : “Ya. Karena terkadang guru bahasa inggris mengajar bahasa inggris menggunakan bahasa lain seperti bahasa indonesia atau bahasa jawa. Hal tersebut membuat pembelajaran bahasa inggris kurang efektif dan membuat kita semakin sulit untuk berbicara bahasa inggris.”

(Yes. Since sometimes English teachers teach English used other languages such as Indonesian or Javanese. It made the process of learning English is less effective and made it more difficult for us to speak English.)

b. Motivation

TR : “Apakah kurang nya motivasi adalah salah satu penyebab kalian kesusahan dalam berbicara bahasa inggris? Beri alasan!”

(Is that the lack of motivation is one of the causes of your difficulties in speaking English? Give reasons!)

The explanation is mentioned in the data interview:

P1 : “Iya, karena keseharian jarang menggunakan bahasa inggris dan hanya di gunakan dalam jenjang pendidikan saja”.

(Yes, since every day English is rarely used and is only used in education.)

P2 : “Ya, karena kebanyakan di sekolah tingkat dasar menengah tidak diberikan motivasi dengan adanya manfaat ketika mahir berbahasa Inggris.”

(Yes, since most primary and secondary schools are not motivated by the benefits of being proficient in English).

P3 : “Betul. Untuk lancar berbahasa inggris memerlukan motivasi yang tinggi seperti ingin sekolah ke luar negeri atau ingin bekerja di perusahaan internasional. Apabila motivasi belajar berbahasa inggris

sedikit, hal tersebut memengaruhi keinginan dan kesungguhan dalam belajar berbahasa inggris”.

(That's right. To speak fluent English required high motivation such as wanted to study abroad or wanted to work in an international company. If there is little motivation to learn English, it will influence the desire and seriousness in learning English).

c. Practice

TR : *“Apakah kalian setuju bahwa kurangnya berlatih berbicara bahasa inggris membuat kalian kesusahan dalam berbicara bahasa inggris? berikan alasan!”*

(Do you agree that lack of practice speaking English influenced you to be difficult to speak English? Give a reason!)

The explanation is mentioned in the data interview:

P1 : *“Setuju, karena lancar nyaa berbicara juga karena faktor terbiasa akan latihan”*

(Agree, fluency speaking is also influenced by the habit of practicing.)

P3 : *“Setuju. Jika seseorang berlatih berbicara bahasa inggris sudah pasti akan lancar dalam menggabungkan kata perkata sehingga menjadi kalimat yang sesuai”.*

(Agree. If someone practiced speaking English, it is certain that they will be fluent in combining words so that they became appropriate sentences.)

d. Lack of Knowledge

TR : *“Apakah anda setuju Bahwa kalian kurang wawasan berbahasa inggris adalah penyebab kalian kesusahan dalam berbicara ? berikan alasan!”.*

(Do you agree that your lack of knowledge in English is caused you get difficulty in speaking? give a reason!)

The explanation is mentioned in the data interview:

P1 : *“Setuju, karena berbiacara yang baik dan cerdas tergantung wawasan dan literasi membaca kita”.*

(Agree, since speaking well and intelligently depended on our insight and reading literacy.)

P2 : *“Setuju, karena dengan memperluas wawasan, akan memperlancar kita dalam berbicara bahasa Inggris, salah satunya juga bisa menambah kosa kata kita”.*

(Agree, since broadened our horizons, it will facilitate us in speaking English, one of which can also increase our vocabulary).

P3 : *“Ya, setuju. Jadi memengaruhi obrolan yang akan dibicarakan dalam bahasa Inggris. Seperti belajar bahasa Inggris juga belajar tentang budayanya, jadi kalau kurang wawasan bisa kesusahan dalam berbicara”.*

(Yes agree. So, it affects the conversation that will be discussed in English. As learning English, you also learn about the culture, so if you lack insight, you can have difficulty speaking.)

3.1.3. Students' Strategies to Solve the Problem in learning Speaking in SMAN 1

Karanganyar

Since there are several problems faced by students in Learning speaking at SMAN 1 Karanganyar, the students have strategies so that they can practice speaking English. This statement can be proven by the conversation in the interview section between the researcher (TR) and the first participants (P1) as follows:

TR : *“Bagaimana usaha kalian untuk mengatasi permasalahan tentang berbicara bahasa Inggris? Jelaskan!”*

(How did you tried to solve the problem of speaking English? Explain it!)

a. Limited Number of Vocabulary

The explanation is mentioned in the data interview:

P1 : *“Dengan menonton film bahasa Inggris dan mendengarkan music bahasa Inggris, dengan menonton film akan mempermudah dalam melakukan praktek berbahasa Inggris dimana kita dapat melihat langsung antara tulisan (subtitle) dengan pengucapan oleh tokoh film jadi bisa dijadikan sebagai acuan dalam belajar berbicara bahasa Inggris”*

(Watched English films and listened to English music, watched films will make it easier to practice English where we can see directly between the sincere (subtitle) and the pronunciation by the film character so that it can be used as a reference in learning to speak English.)

P2 : *“Melatih berbicara bahasa Inggris setiap harinya. setidaknya sudah mau belajar, meskipun belum maksimal”.*

(Practice speaking English every day. at least you want to learn, even though it's not optimal.)

P3 : *“Dengan menambah vocabulary serta mengingat kata-kata dalam bahasa Inggris, seperti mendengarkan lagu yang berbahasa Inggris. Merekam audio saya saat berbahasa Inggris, dan mendengarkan. Juga membaca bacaan dalam bahasa Inggris, jadi menambah kosa kata”.*

(Increased vocabulary and remember the words in English, such as listened English songs. Record my audio while speaking in English, and listened to it. Besides, read a literary in English, so it increased the vocabulary.)

b. Lack of Confidence

TR : *“Bagaimana sikap kalian dalam mengatasi rasa kurang percaya diri dan takut membuat kesalahan dalam speaking kalian?”*

(What did you do to overcome your lack of confidence and fear of made mistakes in your speaking?)

The explanation is mentioned in the data interview:

P1 : *“Meyakinkan kalau belajar memang butuh proses dan salah dalam belajar memang wajar. Jadi lakukan saja, kritik dan saran ditampung dan dijadikan bahan pembelajaran kedepannya. Selain itu juga mempraktikkan dulu sebelum speaking, jadi lebih lancar dan ada persiapan”.*

(Convinced that learning does need a process and mistakes in learning are natural. So just do it, criticism and suggestions are accommodated and used as learning material in the future. Besides, you also practice before speaking, so it will be smoother and there will be preparation.)

P2 : *“Melakukan praktek berbicara bahasa Inggris dengan teman terdekat dan juga teman yang paham bahasa Inggris dan minatnya besar pada bahasa Inggris”.*

(Practiced on speaking English with closest friends and friends who understand English and have a great interest in English.)

P3 : *“Saya tidak pernah malu atau takut salah dalam berbicara bahasa Inggris dikarenakan saya percaya diri, jika memang salah saya bisa introspeksi diri dan belajar lagi”.*

(I'm never ashamed or afraid of being wrong in speaking English since I'm confident, if I'm wrong I can introspect myself and learn again.)

c. *Mother Tongue*

TR : *“Bagaimana strategi Anda dalam mengatasi penggunaan bahasa ibu saat mempelajari speaking English?”*

(What is your strategy to overcome the use of your mother tongue when learning to speak English?)

The explanation is mentioned in the data interview:

P1 : *“Dengan terus berlatih berbicara bahasa inggris didepan cermin dan menerapkan gaya ucapan yg mana harus memperhatikan pronunciation dan spelling wordnya sehingga bahasa ibu dapat diatasi bahkan dikombinasikan”.*

(Continued to practice speaking English in front of the mirror and applied the style of speech which should pay attention to the pronunciation and spelling of the word so that the mother tongue can be overcome even combined.)

P2 : *“Lebih aktif lagi berbicara bahasa inggris di keseharian, seperti dengan teman atau bercakap cakap di depan kaca”*

(Be more active in speaking English in everyday life, such as with friends or talked in front of the mirror.)

P3 : *“Dengan membiasan berteman dengan orang asing melalui media sosial, dan berkomunikasi menggunakan bahasa inggris”.*

(Getting used to made friends with foreigners through social media, and communicated in English.)

d. *Poor Pronunciation*

TR : *“Bagaimana cara kalian mengatasi permasalahan pengucapan yang buruk?jelaskan!”*

(How did you deal with the problem of poor pronunciation? Explain it!)

The explanation is mentioned in the data interview:

P1 : *“Ya dengan media youtube, google dll sekarang dalam belajar bahasa Inggris tidak hanyaa di dapatkan dari guru saja melainkan dari perlembangan teknologi saat ini harus di manfaat kan dengan baik Menggunakan google translate dimana dalam media tersebut terdapat fitur pengucapan bahasa inggrisnya jadi dapat langsung memahami tulisan dan cara pengucapannya”.*

(Yes, with YouTube, Google, etc., now learning English is not only obtained from the teacher, however, from current technological

developments, which is should be used properly. Used Google Translate wherein the media there is an English pronunciation feature so you can immediately understand the writing and how to pronounce it.)

P2 : *“Dengan menggunakan google translate. difitur google translate sudah ada pengucapan yang benar dan jelas”*

(Used Google Translate. the Google Translate feature already has correct and clear pronunciation.)

P3 : *“Dengan mendengarkan lagu bahasa inggris, membaca lirik nya dan menirukan nya”*

(Listened to English songs, read the lyrics, and imitated them).

3.2. Discussion

This section discussed the data findings of the problems faced by students at SMAN 1 Karanganyar. This research was conducted by interviewing and conducting online questionnaires via Google Form to participants who are students at SMAN 1 Karanganyar. This study aimed to identify and describe the problems faced in learning to speak English, and how students solve the problems they face when learning to speak English. Based on their opinion., the results between the interview and the online questionnaire were similar.

Based on the interview and the online questionnaire, the researcher tried to compare each data in order to obtained valid data and also gave the researcher's opinion. The data obtained from the research that research needed to compare, as follows:

3.2.1. The problem faced by students in learning speaking at SMAN 1 Karanganyar

Based on the data collected through interviews and questionnaires, each has different problems in speaking English. The problems faced by SMAN 1 Karanganyar students are generally similar to problems in general, include lack of confidence, limited vocabulary, poor pronunciation, and foreign languages that made students felt confused when they wanted to learn since English is not used in daily activities in their environment.

Compared to previous research written by Swary (2014) that his research also explained that the problem factors faced by students when learning to speak English are low vocabulary mastery, limited knowledge of grammar and pronunciation, shyness, nervousness, fear, made mistakes, lack of confidence, limited training, minimal opportunities, environmental factors, mother tongue. It can be concluded that there are similarities in previous research.

According to Nakhalah (2016) "Problems and Speaking Faced by English Students at Quds Open University" This study aimed to broadly find out the speaking difficulties faced by English students at Al Quds Open University. The results of the study students had several reasons why they had difficulty speaking, such as fear of being wrong, shame, anxiety, and lack of confidence.

It can be concluded that the results of the research conducted with previous research have similarities, namely the problems faced by students are the problem of shame, lack of confidence. This problem is a problem that often occurred in students.

3.2.2. Causing Problem in Speaking at SMAN 1 Karanganyar

Based on data collection conducted through interviews or online questionnaires, each student has their causes of difficulty in speaking English.

Compared to the previous research written by Heriansyah (2012) found nine causes of difficulties faced by students with linguistic problems, namely lack of vocabulary, lack of knowledge of grammar, poor pronunciation, lack of reading grammar books, and several non-linguistic problems.

According to Riadil(2020), the most problematic for students is the use of their mother tongue, used another language in the English classroom, most agreed that their mother tongue is easier than English.

It can be concluded that the results of research conducted with previous studies have differences, namely the causes experienced by students. From this research, it can be concluded that the students of SMAN 1 Karanganyar explained that the cause of their difficulty in speaking English was the method used by the teacher was not interesting and there was no motivation from themselves or from the environment it would be important to speak English.

3.2.3. Students solve the Problem learning Speaking at SMAN 1 Karanganyar

Based on data collected through interviews and questionnaires, each student has a way to solve problems in speaking English. Since each student has different problems in speaking English, to make it easier to obtained data, the researcher grouped several questions related to the problems students were faced and grouped the various students faced these problems.

According to Riadil (2020), every problem faced by students should have a solution, as described, such as made students practice and encourage them to speak

fluently and not criticizing them harshly, encourage students not to always use their mother tongue, involve students to participate to overcome the speaking. The problem of SMAN 1 Karanganyar students. Students should add new vocabulary and apply it in daily life, since English is not their mother tongue or primary language, students are asked to practice more with friends, or be active in class during lessons. To practice self-confidence, students can try speaking in front of a mirror. This is an effort so that later they have high confidence when speaking in public, to improve the fluency of students' pronunciation, this can be done by listening to English songs, read the lyrics and imitated them correctly or by conducting English interviews.

From the results of the comparison with previous studies, there are differences to find solutions, however, have similarities, namely the method of obtaining data, namely questionnaire.

Finally, the researcher concluded that every problem should have its own solution. Therefore, students should understand what problems they were faced when learning to speak English, and find out the solution that is right for them.

4. CLOSING

Based on the results of the research, the researchers concluded about the problems faced by students, including the lack of limited vocabulary, still afraid to make mistakes when showed their speaking skills to others or in public, lack of confidence that made students confused when speaking since students are afraid to make mistakes and afraid of being laughed by listeners. They will have difficulty speaking English since they are not used to it and always used their mother tongue in their daily activities. Besides, the lack of proper pronunciation made students confused when they want to say what they know, however, they cannot pronounce it correctly and clearly. From the cases studied by the researchers, there are several causes that made it the students difficult to speak English, including the method used by the teacher is less attractive to students, students only saw the method that the teacher teaches which referred to the existing textbooks. In addition, students assumed that they are less motivated, which made the students not have the drive to learn English, especially in terms of speaking English. Besides, their lack of insight is also the cause. Students did not understand the importance of speaking English to communicate with some people they will meet in the future, lack of practice is also the cause of difficulty in speaking English later, the reason that students give is that there is no opponent to practice speaking, even the teacher does not always apply speaking English during lessons.

The students' strategies to overcome problems in learning to speak are as follows: First, learned to increase vocabulary through social media, through music, and through films. Second, practiced a lot in front of the mirror to build self-confidence, practiced with friends, also said the truth if you are studying, and asked to justify if make a mistake. Third, get used to speaking English with anyone to get used to it, be more active in learning in class. Get used to communicating with strangers even if only through social media. Fourth, learned to use technology or applications such as Google Translate, in Google Translate there is a feature to justify the pronunciation or learn through other applications such as Youtube.

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