

**PROBLEMS FACING ADULT LEARNERS IN LEARNING SPEAKING  
AT ENGLISH EDUCATION DEPARTMENT UNIVERSITAS  
MUHAMMADIYAH SURAKARTA**



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

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UNIVERSITAS MUHAMMADIYAH SURAKARTA**

**2022**

**APPROVAL**

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**PUBLICATION ARTICLE**

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**PROBLEMS FACING ADULT LEARNERS IN LEARNING SPEAKING AT  
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## TESTIMONY

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.

Hence later, if it is proven that there are some untrue statements in this testimony, I will fully be responsible.

Surakarta, 2 February 2022

The Researcher



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**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan permasalahan yang dihadapi oleh pembelajar dewasa di Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Surakarta. Pembelajar dewasa mengacu pada semester 7 yang telah belajar bahasa Inggris selama 3,5 tahun di jurusan. Penelitian ini merupakan penelitian deskriptif kualitatif. Objeknya adalah permasalahan yang dihadapi mahasiswa semester 7 pendidikan bahasa Inggris di Universitas Muhammadiyah Surakarta dalam pembelajaran berbicara bahasa Inggris dan bagaimana mahasiswa menyelesaikan permasalahan tersebut. Untuk memperoleh data, peneliti menerapkan wawancara, observasi, dan angket kepada siswa. Untuk menganalisis data yang diperoleh, peneliti menggunakan. Hasil penelitian ini menunjukkan bahwa (1) masalah yang dihadapi oleh mahasiswa semester 7 pendidikan bahasa Inggris di Universitas Muhammadiyah Surakarta adalah jumlah kosakata yang terbatas, kurangnya pengetahuan tata bahasa, dan pengucapan yang buruk. (2) penyebab siswa mengalami kesulitan dalam berbicara bahasa Inggris adalah kurangnya rasa percaya diri, penggunaan bahasa ibu yang berlebihan, dan faktor usia. (3) strategi yang diterapkan siswa dalam mengatasi masalah berbicara bahasa Inggris adalah menonton film, mendengarkan musik dalam bahasa Inggris, melalui media sosial, membiasakan berbicara bahasa Inggris dengan siapa pun, lebih aktif di kelas, dan menggunakan aplikasi google translate. Menggunakan u-dictionary sehingga dapat dibenarkan apabila pengucapannya salah.

**Kata kunci:** Masalah Yang Dihadapi, Penyebab, Strategi, Berbicara Bahasa Inggris

**Abstract**

This researcher aims to describe the problems encountered by adult learners in English Education Department, Universitas Muhammadiyah Surakarta. Adult learners refers to in the 7th semester who have been learning English for 3,5 years in the department. This research is a qualitative descriptive study. The object is the problems faced by students in the 7th semester of English education at Universitas Muhammadiyah Surakarta in learning to speak English and how the students solve these problems. To obtain the data, the researchers applied interviews, observation, and questionnaire to the students. To analyze the data obtained, the researcher employed. The results of this study indicate that (1) the problems faced by the 7th semester students of English education at Muhammadiyah University of Surakarta are the limited number of vocabulary, lack of knowledge of grammar, and poor pronunciation. (2) the causes of students are having difficulty in speaking English are lack of confidence, the overuse of mother tongue, and age factor. (3) the strategies applied by students in dealing with the problems in speaking English are watching movies, listening to music in English, through social media, getting used to speaking English with anyone, being more active in class, and using the google translate application, using u-dictionary so that it can be justified when the pronunciation is wrong.

**Keywords:** Problem Faced, Causes, Strategies, Speaking English

## **1. INTRODUCTION**

English is very important to be learned because it is an international language. It is the standard language used to communicate among individuals with different cultures and between countries to carry out an activity. Let alone, to face the world of work today, we are required to be able to speak foreign languages, especially English. Therefore, it is important for us to learn English so that it is easy to do something in the future. It also makes us to communicate easily. According to Khamkhien (2010), “English has increasingly become the medium of communication around the world both in local and global”. As a result, it is critical to learn English because we will be able to communicate with foreigners if you know English having a different linguistic and cultural background. Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

In speaking skill, some aspects should be understood and mastered well. The first is pronunciation which focuses on the rule in pronouncing words in English or the way someone pronounces a word (Online Dictionary, 2016). When someone's pronunciation is good, they appear to be fluent and professional in every word they say. Another important skill to master is pronunciation, are (1) word stress, sound stress in words (2) stress sentence, the tone of voice in the sentence (3) linking, connecting words (4) intonation, the rise and fall of the tone Furthermore, having a large vocabulary is an important factor to consider when speaking English. Speaking is also very important for everyday life, considering all aspects in any case must use English. We cannot be separated from English because English is an international language which we have to understand more or less. A person learning a foreign language aspires to be able to communicate with those who speak that language. Learning a foreign language, on the other hand, might be tough because it is difficult to enunciate and speak smoothly and clearly. Some students feel that by practicing language and structures, they may fix oral communication issues.

Improving one's speaking efficiency is a difficult task. Students must not only employ correct language words, but also have good pronunciation and vocabulary. However, students must also be able to communicate effectively in the language. The challenge that students confront, according to Hinkel (2005), is when they come across words that they don't comprehend and a form of words that they don't know how to apply or don't understand the intended meaning. Other problems faced by students such as not being confident when

speaking, because there are some things students are afraid of making mistakes when speaking, wrong pronouns because students think when they make mistakes in speaking it will change the mastering meaning of the intent and purpose that students want to say.

The researcher chose English education students at Universitas Muhammadiyah Surakarta because there are still many students who do not speak English because there are several factors such as lack of vocabulary, lack of grammar, and poor in pronunciation. And here the researcher wants to find out the causes and how the strategies used by students to overcome these problems

## **2. METHOD**

In this research, the researcher used descriptive qualitative research to describe the problems faced by students in learning to speak English at 7th semester English Department students of Muhammadiyah University of Surakarta. 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 the 7th semester English Department students of Muhammadiyah University of Surakarta and how students solve the problems. The 7th semester English Department students of Muhammadiyah University of Surakarta as research subjects. Data analysis technique with Collection, Drawing Conclusion, and conclusion and verification by Miles and Huberman (1994).

## **3. RESULT 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 7th semester English department students of Muhammadiyah University of Surakarta, (2) the causes that are often faced by the 7th semester English department students of Muhammadiyah University of Surakarta, (3) students strategies applied by to deal with problems in learning speaking English by the 7th semester students english department of Muhammadiyah University of Surakarta. The findings are taken from interview and the online questionnaire.

### 3.1. Finding

3.1.1. Problem faced by the 7<sup>th</sup> semester students in the learning speaking at English Department Muhammadiyah University of Surakarta

The problems that students often faced are such as limited of vocabulary, poor pronunciation and lack of grammar. The question given to identify the problems faced by the students is as follows:

*“Apa masalah yang sering kalian hadapi saat belajar berbicara bahasa inggris?”*

(What problems do you often face when learning to speak English?)

#### a. Limited number of vocabulary

The conversation in the interview section between the researcher (TR) and the first participants (P1), as follows:

**TR** *“Apakah kurangnya kosa kata menjadi salah satu masalah yang kalian hadapi saat belajar berbicara bahasa inggris? Beri alasan!”*

(What are lack of vocabulary one of the problems you face when learning to speak English? Give reasons!)

Vocabulary problems occur when a person lacks the vocabulary mastery needed to communicate and does not know how to link words. The problem faced by students in learning to speak is that students actually knew what they are going to say, however, they don't know how to change it, they are often confused about combined and used the right vocabulary they needed. Below are the data taken from interviews:

**P1** *“Iya . Karena untuk membentuk kata kata terkadang susah mencarii kosa kata bahasa inggris”*

(Yes . Because to form words sometimes it is difficult to find English vocabulary)

**P2** *“Iya, karena saat ingin membicarakan sesuatu hal tanpa tau bahasa inggrisnya, percakapan akan terhenti”*

(Yes, because when you want to talk about something without knowing English, the conversation will stop)



**P3** *“iya, karena terdapat beberapa kata yang akan diterjemahkan tetapi tidak tahu kata yang tepat seperti apa”*

(Yes, because there are some words to be translated but don't know what the exact word is)

#### b. Limited Knowledge of Grammar

Lack of Grammar is one of the problems currently faced by 7th semester students because grammar is one of the components in speaking English that is important to understand. The researcher took 7 answers from 26 students representing all the answers to get the problems faced by the students discussed in this study.

**TR** *“Apakah anda merasa bahwa tidak dapat menyusun/membentuk kalimat dengan baik menjadi masalah dalam berbicara bahasa inggris? Beri alasan!”*

(Do you feel that not being able to compose/form sentences well is a problem in speaking English? Give reasons!)

Not being able to compose sentences well is a problem that students often face in speaking English. From the result, it can be seen from the data taken as follows :

**P1** *“Yaaa . Karena menurut saya menyusun kalimat baik sangat susah dan menjadikan masalah berbicara bahasa inggris”*

(Yes. Because in my opinion composing good sentences is very difficult and makes it a problem to speak English)

**P2** *“Iya, karena jika seseorang tidak bisa menyusun kalimat maka apa yang dia maksud tidak dapat diterima (dipahami) oleh lawan bicara”*

(Yes, because if someone can't compose a sentence then what he means can't be accepted (understood) by the other person)

**P3** *“Iya, karena dengan penyusunan yang baik tentunya berbicara semakin enak”*

(Yes, because with a good arrangement, of course, speaking will be better)

c. Poor in Pronunciation

**TR** *“Menurut kalian apakah tidak tahu cara mengucapkan dengan baik dalam berbicara bahasa inggris adalah salah satu masalah yang dihadapi dalam belajar berbicara bahasa inggris? Berikan alasan!”*

(Do you think not knowing how to pronounce well in speaking English is one of the problems faced in learning to speak English? Give a reason!)

Correct pronunciation is necessary to develop speaking skills. From the results of research and interviews, some students told that the challenge is how to pronounce the word. It can be seen from the data taken, as follows:

**P1** *“Iya, karena dalam bahasa inggris beda pengucapan berbeda arti sehingga akan*

*terjadi miss komunikasi”*

(Yes, because in English, different pronunciations have different meanings, so there will be miscommunication)

**P2** *“Ya, karena salah pengucapan membuat berbicara tidak dapat di pahami”*

(Yes, because mispronunciation makes speaking incomprehensible)

**P3** *“mungkin untuk beberapa orang iya, lagipula kita hidup dalam judgemental society, apabila kita mengucapkan bahasa inggris entah salah ataupun benar maka akan ada orang yang bilang "sok-sokan bahasa inggris" jadi malah gamau berbicara dalam bahasa inggris”*

(maybe for some people yes, after all we live in a judgmental society, if we speak English whether it's wrong or right then there will be people who say "pretending English" so they don't even want to speak in English)

3.1.2. Causes of the problem in speaking by the 7<sup>th</sup> semester students in learning speaking at English Department students of Muhammadiyah University Surakarta

The conversation in the interview section between the researcher (TR) and the first participant (P1), as follows :

**TR** *“Apa yang menjadi penyebab kalian kesulitan dalam berbicara bahasa inggris?”*

(What causes you to have difficulty speaking English?)

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** *“Apakah kurangnya percaya diri menjadi salah satu penyebab kesusahan dalam berbicara bahasa inggris?”*

(Isn't self-confidence the cause of doubt in 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:

a. Lack of confidence

Confidence is one of the problems that students often faced when speaking in public. Lack of self-confidence can make students doubt that students can speak English well. It can be seen from the results of the following research and interviews:

**P1** *“Iya, karena membuat tidak bisa berbicara dengan lancar”*

(Yes, because it makes you unable to speak fluently)

**P2** *“Tentunya. Karena ketakutan jika salah berbicara dipengaruhi oleh kurangnya kepercayaan diri”*

(Naturally. Because the fear of speaking the wrong way is influenced by a lack of confidence)

**P3** *“Benarr, terkadang kita yang masih belajar bhs inggris suka di remehkan orang. Jd susah untuk percaya diri”*

(True, sometimes we who are still learning English like to be underestimated by people. It's hard to believe in yourself)

b. Mother Tongue

**TR** *“Bagaimana pendapat kalian bahwa bahasa ibu menjadi penyebab kalian kesusahan berbicara bahasa inggris?”*

(What do you think that your mother tongue causes you to have difficulty speaking English?)

Most of the students used the same mother tongue, sometimes it is poorly designed for them and forms the tendency of students when they needed to practice speaking English for several reasons. First, the mother tongue is less demanding. Second, they considered speaking English unnatural to hang out with and indeed their friends do not respond well. This could happen since students are ashamed if they speak English. The explanation is mentioned in the data interview:

**P1** *“Hal itu bisa saja terjadi, karena pembawaan seseorang sangat susah untuk diubah sehingga dapat mempengaruhi berbicara dalam bahasa Inggris terutama pengucapan”*

(This can happen, because a person's disposition is very difficult to change so that it can affect speaking in English, especially pronunciation)

**P2** *“semua orang bisa belajar dengan hal yang baru, mungkin bahasa ibu hanya berpengaruh sepersekian persen ketika kita berbicara bahasa Inggris”*

(everyone can learn new things, maybe the mother tongue only affects a fraction of a percent when we speak English)

**P3** *“Bahasa ibu yang menjadi bahasa sehari-hari sangat berpengaruh terhadap skill berbicara bahasa Inggris”*

(Mother tongue which is used as a daily language greatly influences English speaking skills)

### c. Age Factors

**TR** *“Apakah kalian setuju bahwa umur menjadi salah satu penyebab kalian kesusahan dalam belajar berbicara bahasa Inggris? Berikan alasan!”*

(Do you agree that age is one of the causes of your difficulties in learning to speak English? Give a reason!)

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

**P1** *“Tidak setuju. Karena semua usia pun jika terlatih berbicara bahasa Inggris akan menjadi lancar dan gampang”*

(Do not agree. Because even all ages, if you are trained to speak English, it will become fluent and easy)

**P2** *“Tidak, karena anak kecil maupun orang dewasa yang belajar pun bisa lancar berbahasa inggris”*

(No, because even small children and adults who study can speak English fluently)

**P3** *“Tidak, belajar tidak memandang umur asal ada kemauan.”*

(No, learning does not look at age as long as there is a will.)

3.1.3. Students strategies applied by to deal with problems in speaking English by the 7<sup>th</sup> semester students English Department of Muhammadiyah University of Surakarta

Since there are several problems faced by students in Learning speaking at 7th semester students English Department of Muhammadiyah University of Surakarta, 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** *“Apa strategi kalian dalam menghadapi masalah berbicara bahasa inggris?”*

(What is your strategy in dealing with the problem of speaking English?)

a. Limited number of vocabulary

The limited vocabulary that students have, they choose their own problem-solving in various ways such as explored English films, listened to music, and imitated it. It made the students can solve their own problems. The results of research as follows:

**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. Poor Pronunciation

**TR** *“Apa yang kalian lakukan ketika tidak tahu cara mengucapkan bahasa inggris dengan jelas dan benar?”*

(What do you do when you don't know how to pronounce English clearly and correctly?)

Poor pronunciation is when we said the word or sentence yet it doesn't sound clear and firm, which is one of the problems students encountered when learning to speak English, however, the students have their own problem-solving in this case. It can be seen follows:

**P1** *“Mengeja dan mengucapkan secara terus menerus”*

(Spelling and pronouncing continuously)

**P2** *“Membuka u-dictionary dan mendengarkan pengucapan yang benar”*

(Open the u-dictionary and listen to the correct pronunciation)

**P3** *“Membuka aplikasi pronunciation dengan gaya british”*

(Open the pronunciation app in british style)

#### c. Lack of Grammar

**TR** *“Apa strategi yang kalian lakukan saat merasa tidak dapat menyusun kalimat dengan baik saat berbicara bahasa inggris?”*

(What strategies do you do when you feel you can't compose sentences well when speaking English?)

In the preparation of good and correct sentences when speaking English, students have their own strategies. It can be seen follows:

**P1** *“Mempelajari hal2 yang terdapat dalam menyusun sebuah kalimat”*

(Learn the things that are contained in compiling a sentence)

**P2**     “*mencari sebuah kalimat di platform social media*”

(looking for a sentence on social media platforms)

**P3**     “*menggunakan kosa kata yang mudah dimengerti*”

(use easy-to-understand vocabulary)

### **3.2. Discussion**

This section discussed the data findings of the problems faced by the 7th semester English Department students of Muhammadiyah University of Surakarta. This research was conducted by interviewing and conducting online questionnaires via Google Form to participants who are the 7th semester English Department students of Muhammadiyah University of Surakarta. 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 obtain 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. Problem faced by the 7<sup>th</sup> semester students in the learning speaking at English Department Muhammadiyah University of Surakarta

Based on the data collected through interviews and questionnaires, each has different problems in speaking English. The problems faced by the 7th semester students in the learning speaking at English Department Muhammadiyah University of Surakarta are generally similar to problems in general, limited number of vocabulary, lack of grammar and poor in pronunciation. The problem of lack of vocabulary is caused since students do not explore themselves deeply and look for unfamiliar words that they did not know. Kamil and Hiebert (2005) stated that vocabulary is knowledge about the meaning of words. Vocabulary problems occur when a person lacks the required vocabulary when communicating and does not know how to connect these words into a sentence.

Another problem is the lack of grammar, students admitted that they have difficulty assembling sentences due to lack of vocabulary mastery and do not know the correct grammar. When students have difficulty speaking English, because they cannot assemble sentences and do not have a lot of vocabulary. Then there will be a new problem, namely errors in English

pronunciation. Because students lack practice and do not want to find out when there is an error when pronunciation English.

Students considered these problems they often encountered when learning to speak English. Compared to previous research written by Huwari (2019) hat his research also explained that four main hemes with different sub-themes: linguistic matters (like pronunciation, grammar, vocabulary), psychological factors (inhibition, lack of motivation), learning environment (topics of speaking modules, limited time), lack of practising. It can be concluded that there are similiarities in linguistic matters as pronunciation, grammar, and vocabulary.

### 3.2.2. Causing Problems in Speaking In 7<sup>th</sup> Semester English Department Students Of Muhammadiyah University Of Surakarta

Based on data collection conducted through interviews or online questionnaires, each student has their causes of difficulty in speaking English. Among them, limited number of vocabulary , lack of grammar, poor in pronunciation also caused students to have difficulty speaking English. Besides, the last one is the lack of knowledge that students get about the importance of speaking English for the future.

The cause of students' difficulties in learning to speak based on data findings that are relevant to the statement from Arifuddin, (2010. Page 115) There are several factors that influence the development of English language acquisition, namely internal factors: age, talent, assumptions , aspects of cognition, motivation, self-confidence, personality and external factors, namely: language situation, learning strategy, teacher, and environment. from the theory of Arifuddin (2010) states that age and lack of self-confidence are the causes of difficulties in speaking English. It can be concluded that Arifuddin's theory is in accordance with real conditions. In this case the 7th semester English Department students of Muhammadiyah University of Surakarta also agree that age and lack of self-confidence cause difficulties in speaking English.

According to Penny Ur (1996), the students' speaking difficulty are inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use. 7<sup>th</sup> semester English Department students of Muhammadiyah University of Surakarta feel that most of the causes of their difficulty in speaking English are limited number of vocabulary, lack of grammar, and poor in pronunciation. Compared to the previous research written by Tasmia (2019) found the causes of difficulties from students with consisted of shyness, grammar, vocabulary and meaning, pronunciation, lack of confident, fear of making mistake, and anxiety.



### 3.2.3. Students strategies applied by to deal with problems in speaking English at 7<sup>th</sup> semester English Department students of Muhammadiyah University of Surakarta

Based on data collected through interviews and questionnaires, each student has a way to solve problems in speaking English, (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. from the results of the study it was concluded that the way students solved speaking problems is added new vocabulary, overcome lack of confidence by making mistakes as lessons for learning. Improved and also get used to speaking English in their daily lives since they are aware that English is not their primary language or mother tongue. In addition, students continued to practice to be able to pronounce English correctly and clearly with the help of existing media.

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 Purnawati (2019) every problems faced by students have a solution, as described, the students should study hard and do more practice in speaking English. The students also should be more confident in speaking English. They should not be shy to express their ideas, and the students should not be afraid of making mistakes. The 7<sup>th</sup> semester English Department students of Muhammadiyah University of Surakarta must be 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.

## **4. CLOSING**

Based on the results of the study, the researcher concluded that the problems faced by the students, include limited number of vocabulary, poor grammar, and poor pronunciation. They also lack grammar and limited number of vocabulary, making it difficult to string words together or speak English. Limited number of vocabulary because they don't want to understand vocabulary because they don't want to add new vocabulary to learn. Undesirable grammar is also a problem because they don't want to learn grammar because they think that understanding grammar is not really necessary when speaking English, miss pronunciation also affects students afraid of speak English because they are afraid of being misunderstood when speaking the language English. From the cases studied by the researcher, there are several causes that

make it difficult for students to speak English, namely lack of confidence, mother tongue, and age factors. Lack of confidence makes students embarrassed to speak English for fear of making mistakes in public and being laughed at when speaking English makes students nervous and not confident to express what they know in public. In addition, the mother tongue is the cause of students' difficulties in English because the first language taught in their environment is not English but a regional language, as for the other problem is the age factor, the age factor is the cause because at a young age the brain capacity is still strong while as it grows older brain capacity will decrease. The students' strategies to overcome problems in learning to speak are as follows: The first is, watching movies or YouTube using English, increasing vocabulary by reading books, social media and listening to music. Second, the look up sentences on social media, studying the things contained in compiling a sentence, and using google translate to compose a sentence. Third, open the u-dictionary and listen to the correct pronunciation, spell and pronounce continuously, look for toponetics on the web, learn through youtube and keep saying it and ask people to correct if it is wrong in pronunciation.

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