

PROBLEMS FACED BY STUDENTS IN SPEAKING ENGLISH AT SMP NEGERI 1 BOJONG

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan masalah yang dihadapi siswa dalam berbicara bahasa Inggris dan untuk menyelidiki bagaimana siswa mengatasi masalah dalam berbicara. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Partisipan dari penelitian ini adalah 31 siswa dari kelas B. Data dikumpulkan melalui observasi, wawancara, dan kuesioner. Hasil penelitian ini menunjukkan: 1) Masalah yang dihadapi siswa berdasarkan gender dalam berbicara bahasa Inggris adalah keterbatasan kosakata, pengetahuan tata bahasa yang terbatas, pelafalan yang buruk, dan kurangnya kepercayaan diri. 2) Solusi yang dilakukan mahasiswa untuk mengatasi masalah berbicara adalah mendengarkan lagu-lagu berbahasa Inggris, mencari artinya, menghafal dan mencatat kata-kata yang sulit, membaca buku-buku atau novel berbahasa Inggris, menggunakan platform online dengan mengikuti kelas tambahan, sering berlatih, dan berlatih dengan teman.

Kata Kunci: Masalah yang dihadapi siswa, solusi, berbicara bahasa Inggris

Abstract

This research paper is aimed to described the problems faced by students in speaking English and to investigate how the students to overcome speaking problems. This study used qualitative descriptive research design. The participants of this study were 31 students from B class. Data were collected through observation, interview, and questionnaire. The results of this study show: 1) There problems faced by students based on gender in speaking English are limited of vocabulary, limited knowledge of grammar, poor pronunciation, and lack of confidence. 2) The students solutions to overcome speaking problems are listen to English songs, find the meaning, memorize and noting difficult word, read English books or novels, using online platforms taking extra class, frequently practice, and practice with friends.

Keywords: Problems faced by students, Solutions, Speaking English

1. PENDAHULUAN

In this modern era, English is important for all human beings. English is known as a global language that connects people from multiple countries. The English language is used in almost every field around the world, including science, engineering, and technology. Anyone who understands and speaks English has a positive value for getting connections from around the world. English is also very important for students, because English is now a global language and all technology also uses English, so students are now required to be able to know English from an early age.

To learn English is not easy for students who are learning English for the first time. However, if they already know English from an early age, both at school and at home it will be very easy to learn English. There are four essential skills that must be mastered when learning English. According to (Sharma Citra, 2021) classified the English skills namely Writing, Reading, Listening and Speaking. Even without realizing it, humans have the ability to provide information to one another through language. Receptive ability is the ability to receive information, while productive ability is the ability to deliver information. From the two abilities above then divided into two parts. Receptive skills include reading and listening. While productive skills are divided into speaking and writing skills. These four skills determine a person's proficiency in mastering one or more languages.

Speaking is one of the most important skills of the four skills in learning English (Leong, 2017). Speaking ability, particularly in English, is a skill that must be practiced as much as possible at all times in order to achieve satisfactory results, given that the objective of acquiring English speaking is to be able to communicate fluently and effectively (Oktavia, 2018). Speaking has always been regarded as a crucial skill for learning a language. Because the purpose of speaking is to convey meaning, fluency has always become more important and demanded more attention. Good speaking skills can easily to understand by the listeners. The objective of a learning English is to communicate with other foreign language speakers. However, Speaking English has several difficulties such as quick thinking before speaking, and the difficulty of speaking clearly and fluently.

Based on the observation in SMP Negeri 1 Bojong, there are many students only mastered listening and writing. Many students claim that they have spent two days a week to study English in school but are still unable to speak it properly. Only a few students can speak English because most students are less interested and less motivated to learn English. According to (Ariana, 2016) Problem speaking is a problem faced by someone because of a lack of speaking. This problem can be a challenge for students to improve themselves and their speaking skills. Lack of vocabulary, grammar, and pronunciation is the reason why many students have difficulty speaking English. This kind of problem can be a challenge for learners to develop their speaking abilities.

According to real life condition, speaking is a problem among the students. According to the teachers, most students are embarrassed to speak and are afraid of mispronouncing sentences because many students do not speak English fluently. Another problem is that students often face a lack of confidence. Lack of practice is the most common cause of speaking difficulties among

students, Students struggle to think rapidly when speaking English, embarrassed and afraid of saying the wrong sentence and an environment that does not support speaking English both at school and at home. Therefore, it is essential to discover a solution so that students can communicate in English effectively.

From the phenomenon above, the researcher is interested in discussing the speaking problems faced by students in SMP Negeri 1 Bojong because the researcher wants to find out what problems students face when speaking English and their solutions to overcome speaking problems. And also, the reason why the researcher focused on speaking skills because speaking is the used by the students as indicator to learn English and to communicate with other people. The reason why the researcher chose SMP Negeri 1 Bojong as a place to conduct this research is because in Bojong there is only 1 junior high school and the place is far from the city. According to the teacher, this school has non-academic values such as scout competition champions, youth red cross, and soccer. But for academic values especially English subjects, this school has never sent its students to compete in events such as speeches, story-telling and others. Because most students cannot speak English properly.

2. METODE

This study uses a qualitative data. A descriptive qualitative study is a research study designed to collect data about a phenomenon. In this study, the researcher focused on the difficulties faced by students when speaking English. Thus, the researcher selected and applied these types of research design because the researcher wanted to analyze the problems in students at SMP Negeri 1 Bojong. This study aimed at describing the problems faced by students in speaking English. The participants of this research are the students of SMP N 1 Bojong, the students from VIII B class. Participants were selected from B class of 31 students, which consisted of 17 female students and 14 male students. The instrument to collected data used Interview. The instrument of interview contains personal details such as name and students' number, and also students' perspective consisted the problems and solutions, Observation and Questionnaire. The instruments of questionnaire consisted 4 multiple choice items required the students to give answers regarding the speaking problems, the causes of the speaking problems, and solutions of the speaking problems. The researcher uses three steps to analyze the data, 1) Data reduction, 2) Data display, and 3) Drawing conclusion.

3. HASIL DAN PEMBAHASAN

3.1 Problems faced by students in speaking English

From the data obtained through interviews and questionnaires, researcher found that there are several problems faced by students such as lack of knowledge about grammar, not understanding the meaning of sentences, shyness to speak, fear of mispronouncing, and feeling less confident. Researchers divided the problems faced by students into 4 parts, such as limited of vocabulary, limited of grammar, lack of pronunciation, and lack of confidence. Following are several data collected in relation to the research questions:

3.1.1 Limited of vocabulary

Students perceive that they have limited vocabulary. Based on the observation, students had difficulty in understanding vocabulary. When the teacher tried to speak English in front of the class, students were still confused about the meaning of the words spoken by the teacher. Even when the teacher explained the materials using English, the teacher also explained it using Indonesian. Due to the students' lack of vocabulary knowledge, the teacher used Indonesian when presenting the materials. The researcher took seven answers from students that have problems in vocabulary and understanding vocabulary. The following is the results of interview based on gender:

A. Male

“Kurang mengerti kosakata sih kak, soalnya sulit untuk memahaminya. Dan saya juga jarang berbicara bahasa inggris, jadi gak terlalu paham juga dengan kosakata” (P1M)

I do not really understand the *vocabulary*, because it is hard to understand. And I also rarely speak English, so I do not really understand the *vocabulary* either.

“Saya kurang memahami kosakata, saya sangat kesulitan untuk memahami kosakata baru” (P2M)

I have a poor understanding of *vocabulary*; I find it very difficult to understand new *vocabulary*.

“Saya tidak mengerti makna kalimat kak, kebanyakan kalimat sulit untuk dihafal dan dipahami” (P3M)

I do not understand the meaning of the sentences, most sentences are difficult to memorize and understand.

B. Female

“Menurut saya, saya sangat kesulitan dalam memahami makna kalimat kak. Terkadang saya juga sulit untuk mengucapkan kalimat ketika akan berbicara bahasa inggris” (P1F)

(In my opinion, I find it very difficult to understand the meaning of sentences. Sometimes I also find it difficult to pronounce sentences when speaking English.)

“Saya kesulitan dalam kosakata dan makna kalimat kak. Dan susah mengucapkan kalimat dalam bahasa inggris” (P2F)

(I have difficulty with *vocabulary* and sentence meaning. And it's hard to pronounce sentences in English)

“Belum terlalu memahami makna dari kalimat kak, dan saya juga mengalami kesulitan dalam menghafal kosa kata baru” (P3F)

(I don't really understand the meaning of the sentences yet, and I also have difficulty memorizing new *vocabulary*.)

“Menurut saya, saya tidak tahu kosakata dan makna dari kalimat kak.” (P4F)

(In my opinion, I don't know the *vocabulary* and meaning of the sentences)

Based on the interview data above, from 25 students that have been interviewed, there are 3 male students and 4 female students that have problems in vocabulary. Male and female students have similar problems where they have difficulty in understanding the meaning of words and memorizing new vocabulary. The data from interview is supported by the data from questionnaires. Students were asked to give their opinion about their competency in English vocabulary. There are four options from the answers, strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The following is the results from questionnaire as follows:

Based on the table above, the researcher only took the most chosen answer by students. It can be seen that overall, for item 1, 39% of students answered option B. Based on gender 43%

of male students answered option strongly agree (SA). In contrast to male students, for item 1, 52% of female students answered option agree (A). It is found that both male and female students have the same problems in vocabulary, but the difference is that male students have the most problems in vocabulary than female students.

When the students were asked about why English vocabulary is difficult for them, male and female students perceived that they have problems in vocabulary. According to the results of questionnaire, there are 71% male students have difficulty in understanding new vocabulary, 29% male students have difficulty to memorize new vocabulary. Meanwhile, 29% female students have difficulty in understanding new vocabulary, 47% female students have difficulty to memorize new vocabulary, 18% female students have difficulty in understanding teacher explanation about vocabulary, and 6% female students is lack of interest in English learning. It can be concluded that both male and female students have the same problems in vocabulary, but the difference between them is the causes of vocabulary problems.

3.1.2 Limited knowledge of grammar

During the observation in the classroom the teacher explained a little about the use of grammar, most students are still confused about how to use simple present tense and simple past tense even though the material has been given in grade one. The researcher asked the teacher about what grammar materials had been given and starting from what grade this grammar material was given. So, teachers have given grammar materials starting from grade 7 such as simple present and present continuous. For grade 8, the material is given about simple past tense and degree of comparison. When the teacher asked about the material to students, students did not know and even forgot about the grammar material that had been given. The researcher took six answers from students that have problems in grammar. The following is the result of interview based on gender:

A. Male

“Saya sih grammar kak, soalnya saya masih bingung struktur nya kak, kaya subject nya yang mana predikat yang mana gitu” (P4M)

(My grammar, because I'm still confused about the structure, like which subject and which predicate.)

“Grammar paling susah kak” (P5M)

(Grammar is the most difficult sir)

B. Female

“Saya kurang mengerti penggunaan grammar kak.” P5F

(I don't understand the use of *grammar*.)

“Grammar sih kak, soalnya susah untuk dipahami.” P6F

(Grammar, because it's hard to understand.)

“Masalah utama di grammar kak, susah aja untuk dipahami gitu” P7F

(The main problem is the *grammar*, it's hard to understand.)

“Grammar paling sulit kak, cara penggunaanya seperti simple past tense gitu gabisa kak.” P8F

(Grammar is the most difficult, I can't understand how to use it in the simple past tense.)

From the results of interview above, It was found, 25 students that have been interviewed, there are 2 male and 4 female students that have problems in grammar. such as difficulty in understanding and difficulty in structure or formula. The data from interview is supported by the data from questionnaires. Students were asked to give their opinion about their competency in English grammar. There are four options from the answers, strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The following is the results from questionnaire as follows:

Based on the table above, the researcher only took the most chosen answer by students. It can be seen that overall, for item 1, 52% of students answered option agree (A). Based on gender 57% of male students answered option agree (A). In contrast to male students, for item 1, 47% of female students answered option agree (A). It is found that both male and female students have the same problems in grammar.

When the students were asked about why grammar is difficult for them, male and female students perceived that they have problems in grammar. According to the results of questionnaire, there are 21% male students have difficulty to understand the structure, and 79% male students have difficulty to memorize grammar formulas. Meanwhile, 18% female students

have difficulty to understand the structure, 71% female students have difficulty to memorize grammar formulas, and 7% female students have difficulty in understanding teacher explanation about vocabulary. It can be concluded that both male and female students have the same problems in grammar, but the difference between them is the causes of vocabulary problems.

3.1.3 Poor pronunciation

Pronunciation that is different from Indonesian makes it difficult for students to read texts or sentences in English. The reason is the mother tongue, in Indonesia most people using Indonesian as their language. But for central Java itself, Indonesian is rarely used, Javanese people prefer to use Javanese as their daily language even though it is not much different from Indonesian. For this reason, it is difficult for students to adapt to a new language and pronunciation that is different from Indonesian, so students need time to learn English. The researcher took eight answers from students that have problem in pronunciation. The following is the results of interview based on gender:

A. Male

"Takut salah pengucapan saat berbicara bahasa inggris kak" P6M

(Fear of mispronunciation when speaking English, sir)

"Takut salah pengucapan juga kak" P7M

(Afraid of mispronunciation too, sir)

"Menurut saya pengucapan sangat sulit kak, soalnya beda sama bahasa Indonesia gitu" P8M

(I think pronunciation is very difficult sir, because it's different from Indonesian.)

"Saya masih berbelit saat mengucapkan kata atau kalimat yang susah" P9M

(I still get convoluted when I say words or sentences that are difficult.)

B. Female

"Takut salah mengucapkan kata kak, soalnya kalau salah diketawain sama temen" P9F

(Afraid of saying the wrong word, because if it's wrong, my friends will laugh at me.)

"Bingung sama pengucapan kak, kaya kalimat beautiful dibaca biutiful" P10F

(Confused with the *pronunciation* sir, like the sentence beautiful read biutiful)

"Pengucapan kak, kaya cara pengucapanya yang sulit" P11F

(*Pronunciation* sir, like the way to pronounce it is difficult)

"Takut salah mengucapkan kata kak" P12F

(Afraid of *mispronouncing* the word, sir)

From the results of the interview above, from 25 students that have been interviewed it is found that there are 4 male and 4 female students that have problems in pronunciation. The problem faced by male and female students is the same, namely the fear of mispronouncing words or sentences. The data from interview is supported by the data from questionnaires. Students were asked to give their opinion about their competency in pronunciation. There are four options from the answers, strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The following is the results from questionnaire as follows:

Based on the table above, the researcher only took the most chosen answer by students. It can be seen that overall, for item 1, 45% of students answered option agree (A). Based on gender 57% of male students answered option agree (A). In contrast to male students, for item 1, 53% of female students answered option strongly agree (A). It is found that both male and female students have the same problems in pronunciation, but the difference is that female students have the most problems in pronunciation than male students.

When the students were asked about why pronunciation is difficult for them, male and female students perceived that they have problems in pronunciation. According to the results of questionnaire, there are 50% male students have difficulty in pronunciation because they lack of practice, 43% male students have difficulty because they not used to speak English, and 7% male students fear of mispronouncing sentences. Meanwhile, 6% female students have difficulty in pronunciation because they lack of practice 53% female students have difficulty because they not used to speak English, 6% female students have difficulty to pronounce difficult words, and 35% female students fear of mispronouncing sentences. It can be

concluded that both male and female students have the same problems in pronunciation, but the difference between both of them is the causes of pronunciation problems.

3.1.4 Lack of confidence

The last problem that researcher found when conducting this study was the problem of confidence. Students are still shy to say words or sentences in English, there are even some students who are embarrassed to speak in Indonesian. The researcher found three students who were good in vocabulary, grammar and even pronunciation, but the three students had other problems such as shyness to speak in front of the class, small voice, and also not confident to come forward to the front of the class to give opinions when doing presentations or sharing their statements. Even when the researcher wanted to interview participants, there were some students who did not want to talk because they were shy and not confident. The following is the results of interview based on gender:

“Saya kurang percaya diri kak, kalau berbicara didepan kelas” P13F

(I lack confidence when speaking in front of the class, sir.)

“Grogi sih kak, dan malu juga kalau ngomong bahasa inggris” P14F

(Im nervous sir and also embarrassed when speaking English.)

“Kalau saya malu kak, karena sering diketawain kalau saya presentasi” P15F

(I was embarrassed because my friends often laughed at me when I was presenting.)

“Saya malu dan gak pd kalau berbicara bahasa inggris” P16F

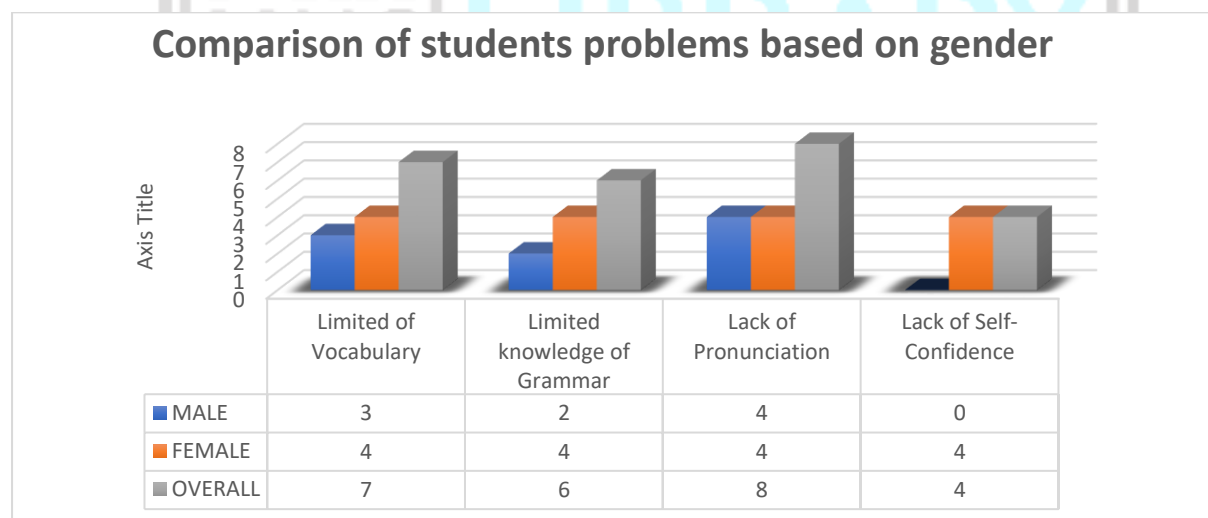
(I'm shy and not comfortable speaking English.)

From the results of the interview above, 25 students who have been interviewed, 4 students have problems in confidence. From the interview results, only female students have problems in confidence. Such as nervousness, shyness and not comfortable speaking English. The data from interview is supported by the data from questionnaires. Students were asked to give their opinion about their competency in confidence. There are four options from the answers, strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The following is the results from questionnaire as follows:

Based on the table above, the researcher only took the most chosen answer by students. It can be seen that overall, for item 1, 48% of students answered option agree (A). Based on gender 50% of male students answered option disagree (D). In contrast to male students, for item 1, 71% of female students answered option agree (A). It is found that male students does not have problems in confidence and female students have problems in confidence.

When the students were asked about why confidence is difficult for them, male and female students perceived that they have problems in confidence. According to the results of questionnaire, there are 36% male students have difficulty in nervous, 43% male students have difficulty fear of being laughed by their friends, and 21% male students shy when about to speak English. Meanwhile, 6% female students have difficulty in lack of knowledge, 53% female students have difficulty in nervous, 18% female students have difficulty fear of being laughed by their friends, and 24% female students shy when about to speak English. It can be concluded that male does not have problems in confidence and female students have problems in confidence.

Table 5. Comparison of student's problems



3.2 Solutions to overcome speaking problems

From many problems faced by students when speaking English in eight grade SMP Negeri 1 Bojong, students also have solutions to overcome these problems. Researchers will divide the discussion into four parts, the first one is improving vocabulary, second one is improving

grammar, the third one is improving pronunciation, and the last one is improving self-confidence.

3.2.1 Improving vocabulary

Students perceive that they have solution to improve their knowledge in vocabulary. Some students in this study preferred to listen to English songs, find the meaning and noting difficult words, read an English book or novel, and memorize difficult words. the following is the results of interview and questionnaire:

A. Listen to English songs

Listening to English songs is a solution to improve students' knowledge of vocabulary. The following is the results of interview:

“Menengarkan lagu berbahasa Inggris dan menemukan arti kalimat sulit dalam lagu tersebut”

Listen to an English song and find the meaning of difficult sentences in the song.

“Solusi saya adalah dengan mendengarkan lagu-lagu berbahasa Inggris, karena ketika saya mendengarkan lagu-lagu asing, saya juga mengetahui lirik dan arti dari lagu tersebut”

My solution is to listen to English songs, because when I listen to foreign songs, I also find out the lyrics and meaning of the song.

Based on interview above, Students perceive that listening to English songs can improve their knowledge of vocabulary. Because students can find out the lyrics and meaning of the song. That way students' vocabulary becomes more.

B. Find the meaning, noting, and memorizing difficult words

The second solution is to look up the meaning of words and record difficult words in a book. The following is the results of interview:

“Menghafal kata-kata dan kalimat yang sulit dan mencari artinya”

Memorize difficult words and sentences and look up their meanings

“Menulis kata yang sulit dan mencari artinya”

Write a difficult word and look up the meaning

“Menghafal kata dan kalimat yang sulit dan menemukan artinya”

Memorize difficult words and sentences and find the meaning.

Based on interview above, Students perceive that writing difficult sentences and finding their meaning is the right solution to improve vocabulary. Because by using this strategy, students will easily memorize English words so that students' vocabulary knowledge increases.

C. Read English books or novels

The last solution is to read English books or novels. The following is the results of interview:

“Baca buku atau novel berbahasa Inggris, Pak.”

Read English books or novels, sir.

“Orang tua saya memiliki banyak buku bahasa Inggris, jadi saya sering membaca dan bertanya kepada orang tua saya jika ada kata atau kalimat yang tidak saya tahu artinya.”

My parents have many English books, so I often read and ask my parents if there are words or sentences that I do not know the meaning of.

Based on interview above, Students perceive that reading English books or novels can improve their vocabulary knowledge. Because by reading books students can also find out the meaning and memorize new vocabulary that is not yet known by students.

When the students were asked about what is your solution to improve vocabulary, male and female students perceived that they have solution. According to the results of questionnaire, there are 79% male students have solution by noting difficult words, 14% male students have solution by memorize difficult words and look up the meaning, and 7% male students have solution by practice make your own sentence. Meanwhile, 41% female students have solution by noting difficult words, 18% female students have solution by memorize difficult words and look up the meaning, 6% female students have solution by read English book or novels, and 35% female students have solution by practice make your own sentence. It can be concluded that male and female students have their own solution.

3.2.2 Improving Grammar

Grammar is also one of the important materials that must be mastered by students. Students perceive that they have solutions to overcoming grammar problems. The following is the results of interview and questionnaire:

A. By using online platform.

The first solution is to use online media platforms, here are the results of the interview:

“Dengan belajar melalui internet, seperti menonton youtube tentang materi tata bahasa”

By learning through the internet, like watching youtube about grammar material.

“Dengan menonton film berbahasa Inggris, Pak.”

By watching English movies, sir.

“Saya menggunakan aplikasi, karena banyak aplikasi yang berisi materi tentang tata bahasa dan ada tesnya juga.”

I use apps, because many apps contain material about grammar and there are tests too.

“Saya menonton video di youtube yang berisi materi tata bahasa.”

I am watching video in youtube containing grammar material.

From the results of the interview above, it can be seen that female students have a solution to improve knowledge about grammar through online platforms such as YouTube, students can find content about grammar easily because there is a lot of content on YouTube. The second is by watching movies. By watching English movies, it is hoped that students' knowledge of grammar will increase.

B. Taking English lessons

The second solution is to take English lessons or classes. The following is the results of interview

“Dengan mengikuti les bahasa Inggris di sekitar rumah”

By taking English lessons around the house

“Bertanya kepada orang yang mengerti bahasa Inggris.”

Ask people who know English.

From the results of the interview above, some students have their own ways to increase knowledge about grammar by taking private lessons or additional classes. With this solution, students can easily improve their knowledge about grammar. from the 2 solutions above, students have other solutions to improve grammar.

When the students were asked about what is your solution to improve grammar, male and female students perceived that they have solution. According to the results of questionnaire, there are 29% male students have solution by taking extra class, 57% male students have solution by using apps or online platforms, and 14% male students have solution by a lot of practice. Meanwhile, 12% female students have solution taking extra class, 47% female students have solution by using apps or online platforms, 12% female students have solution by a lot of practice, and 29% female students have solution by learn from their friends. It can be concluded that male and female students have their own solution to improve grammar.

3.2.3 Improving Pronunciation

Students have their own solutions to overcome pronunciation problems, the following is the results of interview and questionnaire:

A. Frequently practice and say English words every day

The first solution is to practice speaking English every day. The following is the results of interview:

“Berlatihlah berbicara sesering mungkin dan tanyakan kepada orang yang menguasai bahasa Inggris”

Practice speaking as often as possible and ask people who know English

“Sering berlatih berbicara bahasa Inggris”

Frequently practice speaking English

“Sering berlatih berbicara bahasa Inggris setiap hari”

Practice speaking English every day

“Sering berlatih berbicara”

Speak English frequently

“Sering berlatih berbicara bahasa Inggris”

Practice speaking English continuously

From the results of the interview above, it can be seen that female and male students have a solution by often practicing speaking and pronouncing English words. This solution is effective because learning to pronounce words every day makes students more fluent in speaking English.

B. Practice with friends

The second solution to improve pronunciation is by practicing with friends. The following is the results of interview:

“Sering berlatih berbicara di rumah atau dengan teman”

Often practice speaking at home or with friends

“Sering berlatih berbicara dengan teman”

Often speak English with friends

“Sering berlatih berbicara di rumah atau dengan teman”

Practice speaking English with friends

From the results of the interview above, it can be seen that students have a solution by practicing with friends. This solution is able to improve pronunciation because students talk two-way with friends. If there is an incorrect pronunciation, friends can correct it and vice versa.

C. Using online platforms

The third solution to improve pronunciation is to use online platforms. The following is the results of interview:

“Dengan belajar melalui internet, seperti menonton YouTube tentang berbicara bahasa Inggris.”

By learning through the internet, like watching YouTube about speaking English.

From the interview results above, students use online platforms to improve pronunciation. This solution is also able to overcome the problem because there is a lot of English content that discusses the correct pronunciation. So that students can imitate what native speakers say in the content. Of the three solutions above, students also have other solutions.

When the students were asked about what is your solution to improve pronunciation, male and female students perceived that they have solution. According to the results of questionnaire, there are 21% male students have solution by practice speaking every day, 36% male students have solution by using apps or online platforms, 29% male students have solution by practice with friends and 14% male students have solution by watching films or tv shows. Meanwhile, 12% female students have solution by practice speaking every day, 29% male students have solution by using apps or online platforms, 18% male students have solution by practice with friends and 41% male students have solution by watching films or tv shows. It can be concluded that male and female students have their own solution to improve pronunciation.

3.1.4 Improving self confidence

Self-confidence is the last and main problem often faced by second grade students. Students perceive that they also have difficulties in self-confidence. The following is the results of interview and questionnaire:

A. Frequent practice and speaking

“Meniingkatkan kepercayaan diri dengan berlatih berbicara di depan cermin atau dengan teman.”

Gain confidence by practicing speaking in front of a mirror or with friends.

“Saya mendapatkan kepercayaan diri dengan berlatih berbicara di depan cermin atau dengan teman-teman.”

I gain confidence by practicing speaking in front of a mirror or with friends.

“Mencoba meningkatkan kepercayaan diri dengan lebih sering berbicara di depan kelas”

Trying to improve confidence by speaking in front of the class more often.

“Berlatih berbicara setiap hari”

Practice speaking every day

Based on interview above, students have a solution by always practicing and practicing speaking either with friends or in front of a mirror. Because practicing every day can increase students' confidence.

When the students were asked about what is your solution to improve confidence, male and female students perceived that they have solution. According to the results of questionnaire, there are 64% male students have solution by practice with friends, 22% male students have solution by practice speaking in front of mirror, and 14% male students have solution by join group of work. Meanwhile, 53% female students have solution by practice with friends, 12% male students have solution by practice speaking in front of mirror, 29% male students have solution by join group of work, and 6% female students have solution by taking extra class. It can be concluded that male and female students have their own solution to improve self-confidence.

3.1 Discussion

This research focuses on the problems that students faced when speaking English and the solutions to solve these problems. According to the results of this study, it was found that there are four problems faced by students, namely limitation of vocabulary, limitation knowledge of grammar, poor pronunciation and lack of self-confidence. But based on interview and questionnaire, female students have the most problems with four than male students with only three problems. Students also have solution to overcome the problems by improving vocabulary, improving grammar, improving pronunciation and improving confidence

This findings is indirectly same as previous study on Speaking difficulties Faced by Hotelier Students of Stipary in the Academic year 2019/2020 (Purnawati, 2021) where the research results of the study show that students have linguistic problems that cause students to have difficulty in speaking English, including vocabulary, grammar, and pronunciation.

Another previous study that have same findings was Speaking Problems Faced by Lower Secondary School Efl Learners: Masalah Berbicara yang Dihadapi oleh Peserta Didik Sekolah Menengah Pertama (Julfah & Megawati, 2023) Based on the results of the study, the author found that most of the students had difficulties when speaking English because Lack of vocabulary, lack of pronunciation, anxiety for making errors, and embarrassment. The most prevalent issues involve vocabulary and pronunciation. The majority of students expressed fear of speaking due to their limited vocabulary and pronunciation. They are scared of making pronunciation errors in English.

This findings also supported by previous study from (Purnawati, 2021). The author said that every problem faced by students also have solutions, such as improving vocabulary, grammar, and pronunciation. Because speaking English is the key to being able to communicate in English, students should practice more and study harder. Students should also speak English with more confidence, express their opinions and ideas without reluctance, and have no fear of making errors.

The results of this study found that male students have less problems than female students. The findings of interview is not fair because there is only 9 male students and 16 female students of 31 students because 6 students can not attending the class because of illness. And students also have their own solutions to overcome the problems. So it is important for the teachers to listen to the students difficulties and solutions to overcoming the problems faced by students

This research only focuses on the problems faced by students and solutions to overcome these problems. For further research, the authors provide suggestions for continuing research on the same topic and hopefully for the results of further research can provide the best solution to overcome problems in speaking. In addition, as a recommendation for further research to more time in conducting research because in this study it only took two weeks so that the results obtained were less than optimal. And also, Future research can use more samples because this study only took a sample of one class.

4. PENUTUP

The author can conclude the speaking problems experienced by second grade students at SMP Negeri 1 Bojong. Linguistic problems such as lack of vocabulary, limited knowledge of

grammar, and lack of pronunciation. For non-linguistic problems faced by students is lack of self-confidence. And based on gender, male and female students have different problems. The difference is that male students only have problems in grammar, pronunciation and vocabulary. While female students have problems in grammar, vocabulary, pronunciation and self-confidence. The solutions of speaking problems by listening English songs, find the meaning, memorize and noting difficult word, read English books or novels, using online platforms taking extra class, frequently practice, and practice with friends

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