

THE STUDENTS' PROBLEMS IN SPEAKING PERFORMANCE AT SMP 4 KARANGANYAR

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Abstrak

Penelitian ini menyelidiki tantangan berbahasa Inggris yang dihadapi oleh siswa kelas 7 di SMP 4 Karanganyar. Tujuan utamanya adalah mengidentifikasi hambatan-hambatan ini, menyelidiki penyebab mendasarnya, dan menjelaskan strategi yang digunakan siswa untuk mengatasinya. Metode penelitiannya mengadopsi model analisis interaktif Miles dan Huberman, meliputi reduksi data, penyajian data, dan verifikasi kesimpulan serta menjamin keabsahan data melalui triangulasi. Studi ini mengungkap hambatan-hambatan yang menghambat kemahiran berbahasa Inggris siswa. Hal ini termasuk kosakata yang terbatas, masalah pengucapan, kesulitan membedakan kata-kata yang bunyinya mirip, ketakutan akan kesalahan umum, dan kurangnya rasa percaya diri. Gabungan tantangan ini secara signifikan menghambat ekspresi bahasa Inggris yang efektif. Selain itu, penelitian ini mengidentifikasi faktor-faktor yang berkontribusi di balik kesulitan berbicara ini. Hal ini termasuk metode pengajaran yang tidak menarik yang menyebabkan pelepasan siswa, rendahnya motivasi, terbatasnya pemahaman tentang pentingnya berbicara bahasa Inggris, dan kesempatan berlatih yang tidak memadai. Siswa sebagian besar bergantung pada buku teks dan jarang mencari cara belajar alternatif. Tidak adanya latihan berbahasa Inggris secara rutin di kelas semakin memperburuk masalah ini. Kesimpulannya, penelitian ini memberikan wawasan penting mengenai hambatan yang dihadapi siswa kelas 7 di SMP 4 Karanganyar dalam kemampuan berbahasa Inggris mereka. Laporan ini menyoroti akar penyebab permasalahan ini, menekankan kebutuhan mendesak akan strategi pengajaran yang inovatif dan meningkatkan peluang penerapan praktis untuk meningkatkan keterampilan berbahasa Inggris siswa.

Kata Kunci: Performa Berbahasa Inggris, Masalah Berbicara, Strategi

Abstract

This study investigates the English-speaking challenges encountered by 7th-grade students at SMP 4 Karanganyar. Its core objectives involve identifying these hurdles, probing into their underlying causes, and elucidating the strategies these students employ to overcome them. The research method adopts Miles and Huberman's interactive model analysis, encompassing data reduction, data presentation, and conclusion verification while ensuring data validity through triangulation. The study uncovers obstacles hindering students' English-speaking proficiency. These include limited vocabulary, pronunciation issues, difficulty distinguishing similar-sounding words, fear of public errors, and a pervasive lack of confidence. These combined challenges significantly impede effective English expression. Moreover, the research identifies contributing factors behind these speaking difficulties. These include unengaging teaching methods leading to student disengagement, low motivation, a limited understanding of English speaking's importance, and inadequate practice opportunities. Students predominantly rely on textbooks and rarely explore alternative learning avenues. The absence of regular English-speaking practice in the classroom further exacerbates these problems. In the

conclusion, this study provides crucial insights into the impediments faced by 7th-grade students at SMP 4 Karanganyar in their English-speaking abilities. It sheds light on the root causes of these issues, emphasizing the urgent need for innovative teaching strategies and increased practical application opportunities to enhance students' English-speaking skills.

Keywords: English-Speaking performance, Speaking Problem, Strategies

1. INTRODUCTION

English is the most spoken language in the world today. English, being the first world language, is said to be the first global lingua franca and it is the most widely used language in the world (Rao, 2019). English is not only the most widely spoken language, but it has also become a mandatory language in many countries around the world, including Indonesia (Kirkpatrick, 2017). In the Indonesian curriculum, English is a major subject studied along with mathematics, Indonesian Language and science (Sepyanda, 2017).

The study focuses on the English speaking skills of 7th-grade students at SMPN 4 Karanganyar. Preliminary observations revealed that most students struggled with speaking in English during classroom interactions. They often reverted to speaking in Bahasa Indonesia instead. The teacher's notes indicated that the students' speaking skills were categorized as less active, with a mean score of 7.3, below the minimum passing criteria of 8.0.

The research also highlighted students' apprehension in communicating in English. Some students expressed confusion in conveying their thoughts in the language. Additionally, many students preferred to use their native languages, Javanese and Indonesian, over English in class. They often responded to English questions with Bahasa. The study also noted that students were more confident in answering tag-like questions in English.

Hendrawati & Hikmat's (2022) findings further supported these challenges, indicating that students often didn't understand what they were saying in English. The research suggests that the teacher's emphasis on reading and writing tasks, rather than speaking, contributed to these issues. In response, the researcher proposes a comprehensive investigation into the problems faced by students in their English speaking performance at SMP 4 Karanganyar, aiming to identify the root causes and develop strategies for improvement.

1.1 LITERATURE REVIEW

1.1.1 Review on Speaking

To understand the challenges faced by students in developing their speaking skills, it's crucial to first comprehend the concept of speaking. Speaking encompasses various components, including pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is the

ability to communicate verbally in a foreign language, serving as a vital tool for social interaction. It involves creating meaningful content, mastering pronunciation, and using language effectively for real-time communication. Speaking involves several components such as pronunciation (correct sound production), grammar (structured language rules), vocabulary (word knowledge), fluency (smooth and rapid speech), and comprehension (understanding spoken language).

Speaking performances can be classified into categories like imitative (repeating words or phrases), intensive (focused practice), responsive (answering questions), transactional (functional communication), and extensive (lengthy monologues or speeches). Effective speaking skills require recognizing the differences between learning a second language and an international language, balancing fluency and accuracy, encouraging group or pair work, planning for meaning negotiation, and designing activities for both transactional and interactional speaking.

1.1.2 Problems Faced by Students in Learning Speaking

Mastering speaking skills is a complex endeavour, and students often encounter various problems, both internal and external, during the learning process. Common problems include inhibition, difficulty in generating content, passive participation, and using the mother tongue excessively. These challenges can result from factors such as fear of making mistakes, lack of vocabulary, insufficient practice, and external classroom management issues.

Several factors influence language learning and contribute to speaking difficulties. These include age, personality, intelligence, and motivation. Age can impact language learning, with children often perceived as more adept learners. Personality traits like shyness or introversion can affect speaking confidence. Intelligence plays a role in language aptitude, and motivation, whether intrinsic or extrinsic, drives learners to acquire language skills. To address the challenges students face in speaking, they can employ various language learning strategies. These strategies include using minimal responses to facilitate participation, recognizing communication scripts to predict interactions, and using language to discuss language to clarify misunderstandings.

To gain insights into students' speaking challenges, this study draws on the research of Nanda (2017, 2018), Yun Arita (2008), Hendra Heriansyah (2012), and others. These studies collectively provide a foundation for understanding the problems, causes, and strategies related to speaking skill development. Through a qualitative approach, this study aims to explore the specific speaking difficulties encountered by 7th-grade students at SMP 4 Karanganyar and shed light on potential solutions.

2. METHOD

The research method used in this study is qualitative descriptive. This type of research is used to describe the phenomena of problems faced by students in speaking performances in 7th Grade of SMP 4 Karanganyar. The research was conducted in the school area of Sekolah Menengah Pertama 4 in the 7th-grade classes.

The subjects of this study are 7th-grade students of SMP 4 Karanganyar who were the main informants of this study. The data collection techniques used are: Interview, observation, and questionnaire. The writer interviews the student in 2 classes that were selected from 6 classes of 7th-grade students. Each student was asked 3 questions, namely (1) What problems did you face or feel in speaking performance? (2) What were the causes of those problems in your speaking performance? (3) What efforts did you make to overcome the problems?

The observation conducts to get data about the students' problems with speaking performance. To get the data, the writer uses both recording and noting the teaching-learning process or the document that contains records of students speaking performance.

The writer uses this questionnaire instrument to provide a survey to explore the student knowledge and interests in speaking. And as supporting data to get the validity of data that has been processed and as an in-depth survey to prove the truth of these problems and factors.

The data analysis technique used is an interactive model analysis of the data issued (Miles and Huberman, 1994). There are three main components, namely: data reduction, data display/presentation, verification or conclusion.

The first step in analyzing qualitative data includes data reduction. Data reduction implies how to analyze data by summarizing, selecting fundamental focuses, focusing on important things, and searching for themes and patterns.

The second step involves data display. Miles and Huberman (1994) state that the display is an organized and compressed collection of information which will consent for drawing conclusions and action.

The final stage of data analysis from qualitative research is drawing conclusions and verification. Miles and Huberman (1994) argue that conclusion and verification are data that has been collected from the start, qualitative analysis begins with data collection and then continues with data analysis and conclusion drawing.

The data validity technique used in this study is triangulation. Triangulation is a technique of data collection that uses multiple sources of data to increase the validity of the findings. In this study, triangulation was done by using multiple data collection techniques, namely interviews, observations, and questionnaires.

3. RESULT AND DISCUSSION

3.1 DISCUSSION

The objectives of the study are: 1) to find out the problems of students' speaking performance experienced by students of 7th class of SMPN 4 Karanganyar; 2) to find out the causes of the problems in their speaking performance; and 3) to find out the students' strategies to overcome their speaking problems.

The findings of the research are presented to reflect the student's speaking problem performance, the causes of the problem in their speaking performance, and strategies to overcome their problems in speaking. The researcher describes the research finding based on the result of interview, questionnaire, and document analysis.

Students frequently encounter various challenges, namely: a limited vocabulary, a lack of confidence in expressing their ideas, a fear of making mistakes while communicating.

3.1.1 Limited Vocabulary

Warden (2018), states that limited vocabulary means having a small number of words at your disposal. Cheng & Matthew (2018) argue that there are a number of reasons why a person may have a limited vocabulary. This can be due to a number of factors. They are growing up in a home where the parents don't speak much, or having limited access to books and other educational materials. These factors can lead to a limited vocabulary. Below is the evidence from the interview. The conversation in the interview section between the researcher (MRAP) and the first participants (AR, MYF, and VA) as follows. Based on the interview, insufficient vocabulary proficiency and the inability to effectively connect words pose challenges for individuals in communication. When it comes to students learning to speak, a common problem arises where they possess the knowledge of what they want to express but struggle with transforming it into the appropriate language. They often encounter confusion when it comes to combining and utilizing the correct vocabulary. The following information is derived from interviews:

“kalau menurut saya Pak, saya kurang menguasai kosa kata, jadi jika saya ingin berbicara dalam bahasa Inggris, saya tidak percaya diri tetapi ketika saya mendengarkan guru ketika dia berbicara dalam bahasa Inggris, saya sedikit mengerti apa yang dia katakana.”

[I think I lack vocabulary mastery, so if I want to speak in English, I am not confident but when I listen to the teacher when she speaks in English I little bit understand what she said about]

3.1.2 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. Based on the analysis of the interview, particularly from MHY, the students mostly lack confidence because of other's opinion when we use English while we are speaking is too over and not suitable based on our culture. It can be seen from the results of the following research and interviews:

“Menurut saya, orang Indonesia selalu memikirkan orang "alay" yang berbicara bahasa Inggris. Padahal itu salah satu bentuk latihan mereka agar bisa fasih berbahasa Inggris. Hal ini menyebabkan kurangnya rasa percaya diri dalam berbicara bahasa Inggris setiap 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]

3.1.3 Fear of Making Mistakes

Fear can stem from a variety of factors, including concerns about appearing incompetent, worrying about negative reactions from the audience, or fearing that the research itself might be criticized. The interviews were conducted to obtain data on what causes problems in speaking performance. They also perceive their knowledge of English to be low. As a result, the class seems less competitive because they are afraid to participate more in speaking activities. This can be seen from the following excerpt of VA.

“Ketika saya melihat teman-teman saya tampil, saya kehilangan motivasi untuk berbicara bahasa Inggris karena mereka selalu lebih baik dari saya. Aku takut dianggap rendah”

[When I see my friends performing, I lose my motivation to speak English because they are always better than me. I'm scared of being seen as low]

”Saya tidak pintar ngomong bahasa Inggris, jadi saya takut kalau membuat kesalahan. pas saya melihat teman-teman saya berbicara bahasa Inggris, sepertinya mereka lebih fasih berbicara bahasa tersebut dibandingkan saya. Itu membuatku tidak PD”

[I'm not good at English, so I'm afraid of making mistakes. I'm not used to speaking English either. When I see my friends speaking English, they seem to speak it more fluently than I do. It makes me uneasy.]

There are several causes that make it difficult to speak in English. There are several data were taken by researcher, each students have a different problem in speaking, they are: learning style, motivation and practice.

Additionally, students rate their English proficiency as low, in line with the statement above. This is related to lack of knowledge of English in grammar, vocabulary, and pronunciation.

Learning styles can offer insights into how individuals process information. Based on the interview to the students learning style can help preparation and delivery strategies to align with their strengths. By recognizing the strengths and working on areas that might need improvement, students can enhance your overall ability to present research findings with clarity and impact. The following is excerpt by MHY.

“Ya betul, saya belum terbiasa dengan bahasa Inggris, jadi saya khawatir jika Bapak meminta saya berbicara secara spontan. Sayangnya, saya tidak bisa menyusun kalimat-kalimat tersebut secara benar. Beberapa guru menggunakan banyak gaya terkadang membuat kita bosan, bersemangat, dan masih banyak lagi.”

[Yes right, I'm not used to English yet, so I'm worried if you ask me to speak spontaneously. Unfortunately, I didn't put the sentences in the correct order. Some teachers use many styles sometimes make us bored, feel excited, and many more.]

Also, the exam situation does not seem to affect students' speaking fears, as instructors tell students that they always have the speaking test in mind. The teacher uses her three meetings to support students and prepare them for exams.

At the first meeting, the teacher will ask the students to create a script and speaking assignment points. From this, students assess which aspects of their performance need improvement. Finally, in the final session, students were asked to create a 3-minute video of their speaking performance. This video should be uploaded via Instagram for intermediate test projects. She had plenty of time to prepare and practice her speaking in the previous meetings, so these three meetings are expected to help her prepare for the midterms.

Finally, as far as assessment and supervision are concerned, it can be said that students appear immune to grading and assessment systems during English learning. Teachers always try to provide fun and easy assignments and projects. The instructor also gives enough time and deadlines to prepare the project. The following excerpt can be taken from the interviewee's previous statements.

“Ya betul, menurut saya belajar ngomong Bahasa Inggris membuat saya semakin stres dan deg-degan”

[Yes, correct, I find Learning English in speaking makes me even more stressed and anxious]

“Iya benar, saya senang karena kelasnya sendiri menyenangkan. Saya suka tugas kalau membuat video. karena saya suka bikin video”

[Yes, correct, I am happy because the class itself is fun. I like a job that asked me to make a video. because that's what I like.]

3.1.4 Motivation

Motivation plays a vital role in influencing an individual's willingness, effort, and overall effectiveness when speaking, especially in a presentation or public speaking context. The success of being a good and appropriate speaker is influenced by the main factor of motivation. This attitude could become a benchmark of students' ability in the public speaking.

“kayaknya endak, karena motivasi saya adalah bisa mendengarkan musik dan menonton film berbahasa Inggris. Sehingga ketika kita terbiasa menonton film-film barat yang menggunakan bahasa Inggris membuat saya tertarik untuk berbicara serupa dengan cara mereka berbicara

[I don't think so, because my motivation is I usually listen music and watch western movie. So that, when we are used to watch Western movies that use English make me interested to speak alike the way they speak.]

3.1.5 Practice

Practicing is one of the important things in performing a student's fluency in speaking English, by continuing to practice makes students more accustomed and easier to speak in English. It is a factor that makes students difficult in speaking English is the lack of practice. The related data to practice can be seen in analysis of the result of research and interviews conducted, as follows:

“Agree if someone practiced speaking in English lot, it is absolutely they will be fluent in combining words so that they became good speaker” (AR)

“Agree, fluency of speaking is influenced by the habit of practicing”(MYF)

“I don’t agree because when we watch movie and go to America or England, we can speak in English fluently” (VA)

Speaking performance is the ability to communicate effectively with others in a spoken setting. This can be challenging for some people, especially those who are shy or anxious. However, there are a number of strategies that can be used to improve speaking performance.

3.2 Strategies to Overcome Students’ Problem Performance

Previous results indicate that most students in informal speaking classes experienced moderate anxiety during their speaking performance. Therefore, it is important to manage it as it can affect learning performance and learner success. There are several ways students can reduce their speaking anxiety.

During interviews, most students said that they usually prepare for teaching learning by taking notes, summarizing, and studying hard. Studying hard helps students develop their understanding of the language. Students refer to various learning sources as tools to facilitate the language learning process. In addition, they also rehearse performances, as they already know what they are going to say, which can boost their confidence (Harmer, 2007). You can see it in the excerpt below.

“Sebelum ada tugas ngomong pake Bahasa Inggris, saya harus mempersiapkan materinya terlebih dahulu. Jika saya tidak memiliki materi, saya tidak tahu apa yang harus dibicarakan, dan akan sulit untuk berbicara. Saya juga berlatih berbicara pada diri sendiri sebelum pertunjukan. apakah pengucapannya cocok? “Oh, kamu salah.” Saya segera bertanya kepada guru untuk pengucapan yang benar”

[Before I speak, I must prepare the materials first. If I don't have the materials, I won't know what to talk about, and it will be difficult to talk. I also practice speaking to myself before the performance. does the pronunciation match? “Oh, you're wrong.” I quickly ask to the teacher for the correct pronunciation.]

“Saya biasanya berlatih dadakan di malam hari atau keesokan paginya. Saya juga belajar dari video yang kontennya berbahasa Inggris”

[I usually practice suddenly in the evening or the next morning. I also learn from videos with English content]

Additionally, contacting a friend is one of several strategies students use to minimize speaking anxiety. As I.06 mentioned, she invited her friend to speak. This can be seen in the following snippet.

The teacher also plays an important role in reducing students' speaking anxiety during English learning. The teacher needs to select a teaching method carefully that mostly suits learners' needs. From the previous virtual classroom observation, the teacher used a project-based learning method. The project-based learning method can enhance students' interest, motivation, engagement, and enjoyment as it allows them to improve their language skills with contextual and meaningful learning (Fragoulis, 2009 & Bell, 2010). During informal speaking class, the students were asked to make a video that will soon be posted on Instagram. The video content was chosen based on the theme given by the teacher. In this case, the teacher asked the students to make a three-minute video of her about something they liked. Leave students free when it comes to subject matter.

In addition, a warm and friendly teacher can reduce students' anxiety by making them less nervous and allowing them to enjoy the learning process (Crookal & Oxford, 1991). The survey shows that lecturers are known by students to be friendly and approachable. As stated by the interviewee in the excerpt below.

“I think the instructor is a good listener and friendly.” (AR)

"Professor is relaxed. At first I thought she was a creepy young lecturer. The documentation is detailed and easy to understand. She is also very helpful when it comes to helping struggling students, and in her last session she experienced it for herself when she spoke on random topics. She helps me speak and encourages me.

(VA)

“Instructors are kind and explain things clearly. She is not a teacher to worry about as the course itself is fun. She is also a motivator. The explanations are easy to understand, so I look forward to participating in the classes.” (MYF)

In addition, from the results of this study we can derive some points of the test her test. Before midterms, teachers should give students enough preparation time before conducting midterms. The teacher conducts her three phases before embarking on the midterm test project. At the first meeting, the teacher describes the project given to the students. In this case, she asks her students to speak in front of the class of her about her favorite activity. She explains the material and asks students about their difficulties. Teachers then give homework to prepare the script and video content. At the next meeting, the teacher asks the student to demonstrate and practice the script, and finally performs a 3-minute video of her. During this phase, the teacher evaluates the students and suggests perfect performance. Finally, at the third meeting, students have to submit speak in front of the class. In these meetings, teachers ask students to comment on their

friends' and make suggestions. From the above description, we can see that the lecturer has been preparing for a long time for the students to prepare the midterm test project.

The data findings from a study conducted at SMPN 4 Karanganyar, focusing on the problems faced by students in learning to speak English and how they attempt to solve these issues. The research involved interviews and questionnaires to students at SMPN 4 Karanganyar. The objective of the study was to identify and describe the challenges encountered in learning to speak English, as well as the strategies employed by students to overcome these obstacles.

The results obtained from both the interviews and questionnaires were similar, and the researcher compared each set of data to ensure validity.

3.3 Problems faced by students in learning to speak English at SMPN 4 Karanganyar

Through interviews and questionnaires, it was found that students at SMPN 4 Karanganyar encountered various common difficulties in speaking English. These challenges include limited vocabulary, lack of confidence, and fear of making mistake. The limited of vocabulary arises from students not use English language frequently, the words they use just daily expression they don't explore words and are used to words that are only used by the teacher. According to Kamil and Hiebert (2005), vocabulary refers to the understanding of word meanings. Vocabulary problems arise when individuals lack the necessary vocabulary to effectively communicate and struggle with forming sentences. This findings in line with Nanda (2017), based on the research, most of students at SMA Muhammadiyah 1 are lack of vocabulary, poor pronunciation so that they do not feel confident when speak in English.

The similarities and differences between this study and related studied lie to the setting, and the subject of the research. Arita (2008), focuses on discovering students' speaking problems and their causes at SMA Pomosda Tanjunganon, Nganjuk. Another studies on Heriansyah (2012) studies about discussion the difficulties and causes perceived by English Department students of Syiah Kuala University in learning to speak and the efforts made by them to overcome their difficulties.

Based on the related research, language learning and proficiency are influenced by a multitude of factors, and individual experiences can vary widely. However, these factors are widely recognized as common challenges in language learning, and research in the field of linguistics and language acquisition supports their significance. Extensive research has shown that a limited vocabulary can hinder language comprehension and expression. Research conducted by Nanda (2017), found a strong correlation between vocabulary size and speaking capability in English. Limited vocabulary can restrict a learner's ability to understand and use the language effectively.

In other factor, lack of confidence and fear of making mistakes are psychological barriers that can impede language learning. The fear of being judged or ridiculed can create anxiety, making it difficult for individuals to engage in conversations or practice their language skills. Research in Heriansyah (2012), has explored the impact of anxiety on language learning, emphasizing its negative effects on speaking abilities.

Language educators and teachers often observe that students who lack confidence or are afraid of making mistakes tend to participate less in class, speak less fluently, and may avoid challenging language tasks. This observation is related Arita's (2018), proof that the environmental factor is the most issue in the SMA POMOSDA Tanjunganom Nganjuk for teaching English. Many language learners report that their progress improved significantly when they overcame their fear of making mistakes and gained confidence in using the language. Personal accounts and testimonies from language learners are a valuable source of evidence.

3.4 Problems faced by students in speaking English:

According to Stern in Ranaded, (2001: 56-57), the development of speech follows a specific order: listening, speaking, and understanding. Therefore, this order should be followed when teaching a foreign language. The problems identified at SMPN 4 Karanganyar students include lack of confidence, limited vocabulary, poor pronunciation, and the foreign nature of the language, which makes learning English challenging as it is not used in their daily environment. The lack of vocabulary stems from students not exploring unfamiliar words. Additionally, students expressed difficulties in pronunciation due to lack of practice, leading to decreased confidence. This aligns with previous research conducted by Nakhalah (2016) at Al Quds Open University, where students also reported problems such as fear of making mistakes, shame, anxiety, and lack of confidence.

Based on data collected through interviews and online questionnaires, students at SMPN 4 Karanganyar faced difficulties in speaking English due to various factors. These include ineffective learning methods, lack of motivation, insufficient practice, and a limited understanding of the importance of speaking English for their future. These causes align with the factors mentioned by Ellis (1986), such as age, personality, intelligence, and motivation, which influence foreign language learning. The students' lack of motivation and challenges with learning methods are consistent with the findings of Nunan (1991) and Heriansyah (2012), who identified similar causes of difficulties in speaking, including lack of practice, limited vocabulary, grammar knowledge, pronunciation, and non-linguistic issues.

3.5 Students' strategies to overcome speaking problems:

To overcome the speaking problem, they are some strategies that students can adopt to assist their issue in speaking English, they are: expanding students' vocabulary, overcoming the lack of confidence by embracing mistakes as learning opportunities, incorporating English into their daily lives, and practicing proper pronunciation with the help of media resources. Students also suggested practicing fluency by listening to English songs, reading, and imitating lyrics, conducting English interviews, and boosting self-confidence by speaking in front of a mirror. These strategies align with the concept of learning strategies as described by Malley and Chamot (1990).

These suggestions align with effective language learning strategies, including immersion, active practice, and building confidence. Additionally, they cater to different aspects of language acquisition, such as listening, speaking, reading, and writing. It's important to remember that language learning is a gradual process, and consistency is key. These strategies, when applied regularly and with dedication, can significantly enhance your English language skills and overall fluency.

In conclusion, each problem faced by students requires a specific solution. Therefore, it is essential for students to understand their individual challenges in learning to speak English and find suitable solutions to overcome them.

Encountering new words and phrases is an effective way to overcome English language problems, especially those related to limited vocabulary and language comprehension (Harmer, 2007). In addition, several students mentioned learning and improving their speaking skills during preparation. They reported that they were able to improve their speaking ability and confidence during speaking performance by learning more. watching movies and listening to songs are some of the experiments students do to improve their speaking skills. This proves that students can use learning media that are more engaging than basic ones. Some people do. Practicing speaking is also thought to be effective in reducing the fear of speaking. Respondents (VA) stated that they practice speaking to improve their speaking skills and prepare for her speaking performance. VA noticed that she practiced speaking by recording herself. She can then evaluate her performance in her own speaking. VA was found talking to herself in front of her mirror to practice her speaking. MYF practiced speaking with his friend over a video call. These students have their own way of speaking practice, but speaking is still seen as an effective way to reduce anxiety during her performance. In addition, students also mentioned relaxation as a strategy to reduce anxiety about speaking. Taking deep breaths and calming down is a way for students to relax and de-stress before lectures. Relaxation helps students

reduce somatic anxiety symptoms. Somatic anxiety symptoms are associated with emotional and brain functions such as dizziness, chest pain, sweating, and shortness of breath (Zheng et al., 2019).

A positive attitude is also thought to help reduce fear of speaking. During the interviews, the students stated that they wanted to encourage and convince themselves that they were capable and would succeed when it came to speaking skills. He said that focusing on the presentation also helps reduce tension during presentations. As Kondo and Ling (2004) noted, a positive mindset helps students shift their attention from negative situations to positive, more comfortable anxiolytic situations. In addition, self-talk is also considered a strategy to reduce anxiety. Self-talk can boost self-confidence by allowing learners to use words of encouragement to themselves.

Regarding teacher-related strategies, teacher attitudes and behaviors are important in determining language learning success and influencing students' fear of speaking. Whether or not the student becomes anxious depends on the teacher's way of correcting and the teacher's personality.

In the present study, students agreed that the instructor was accustomed to correcting them gently, which indicated that they felt more comfortable without being harshly admonished (Tabachnick & Zeichner, 1991). Because teachers don't correct harshly and overreact to all mistake students make, so students feel more comfortable with gentle corrections. In addition, teachers' positive reinforcement helps students develop self-esteem. Previous observations in virtual classrooms have shown that teachers like to encourage students to speak in front of the class.

In relation to educational practice, there are several points about the strategies highlighted in this study. Improvisational performances can provoke fear in students to speak, so instructors should give students enough time to prepare. Implementing collaborative learning can help students feel more comfortable and experience less anxious situations during speaking performance. Collaborative learning can make students feel more comfortable and less anxious, as reported in previous studies (Horwitz, 2001; Suwantarathip et al., 2010; Young, 1990).

From the details above, we can conclude that students can make various attempts to reduce their fear of speaking. Additionally, the teacher's role is also important in helping students reduce fears associated with class flow, attitudes, and behavior.

4. CLOSING

Based on the research findings, students encounter various challenges in speaking English, including limited vocabulary, pronunciation difficulties, fear of making mistakes, and lack of confidence. These difficulties hinder their ability to express themselves effectively in English. The study also identified several factors contributing to these speaking challenges, such as uninspiring teaching methods leading to disengagement and passivity among students, a lack of motivation, a limited understanding of the importance of speaking English, and a scarcity of opportunities for practice. Students tend to rely heavily on textbooks and do not explore alternative learning methods. Furthermore, English is not integrated sufficiently into regular classroom instruction, which further hampers students' progress.

Vocabulary plays a crucial role in speaking skills. Teachers should focus on strategies that help students expand their vocabulary and encourage critical thinking and information exploration. Implementing the right teaching strategies can help students feel more relaxed and confident in their English speaking abilities. These strategies can also enhance vocabulary mastery and improve overall student performance and scores. In conclusion, addressing the speaking challenges faced by students in English learning requires a combination of effective teaching strategies, a focus on vocabulary development, and efforts to boost student confidence and motivation

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