

# “I’m Scared, but I can Speak”; Speaking Problems Faced by Junior High School Students in Sidoarjo, Indonesia

Oleh:

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Progam Studi Pendidikan Bahasa Inggris

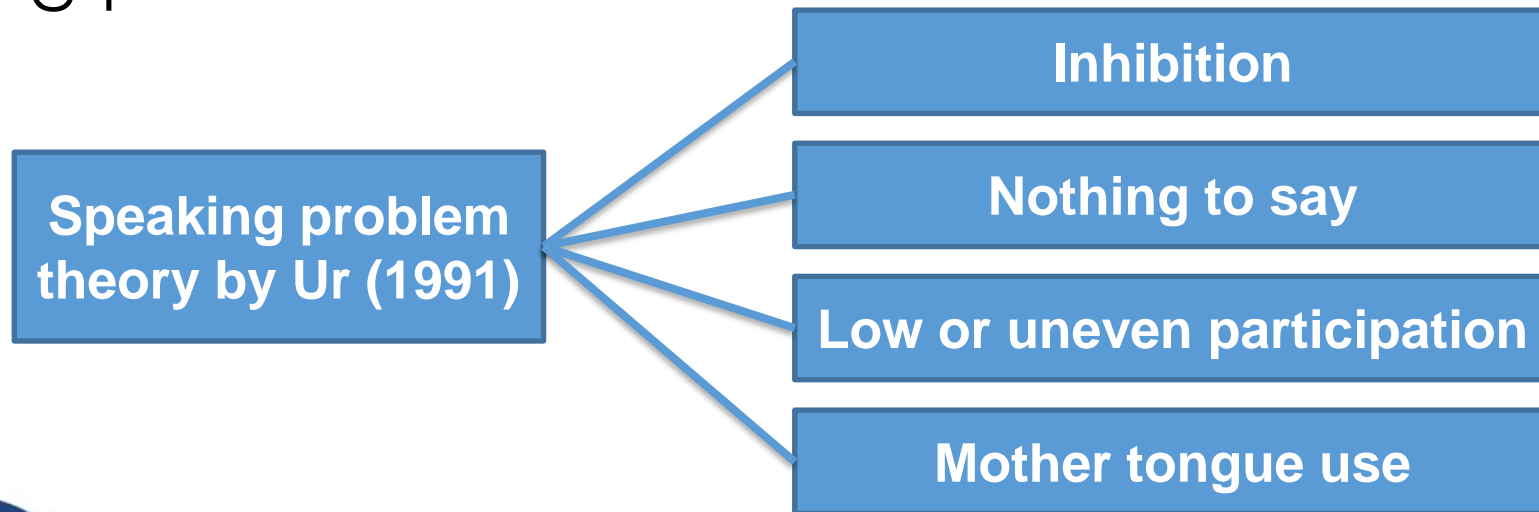
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# Research Background

- Four skills in learning English.
- Speaking is deemed to be the most important skill.
- Fact that there are still many students who have problems using English in terms of speaking ability.
- Speaking problem



# Research Gap

<b>Previous Study</b>	Suryani, Suarnajaya, & Pratiwi (2020)	Riadil (2020)	Astutik (2017)
<b>Subject / Participant</b>	Tenth-grade students	Tidar University students as EFL learners in Magelang	Low learners in fourth semester of one university in East Java who joined public speaking class
<b>Result</b>	There are two main factors that inhibit the students in learning to speak, which are affective and cognitive factors.	Tidar University students face problems in speaking when learning English, including inhibition, nothing to say, mother tongue use, and low or uneven participation. Moreover, the result revealed the problem that commonly faced by students is related to the mother tongue use.	The low learners mostly used repetition among eight aspects of interactional strategy. Further finding revealed some factors contributed to low learners' inability to apply interactional strategies, including grammar, fluency, lack of vocabulary and pronunciation in addition to practicing English merely in the formal situation.

**This research** investigated the speaking problems faced by students in English class at a **different level of education, location**, and identify the specific factors by **using a specific instrument**.

# Research Question

“What speaking problems faced by students of Islamic private junior high school in Sidoarjo?”

# Research Methodology

## Research Design

Descriptive research with qualitative approach

## Research Setting

Location: one of private junior high school in Sidoarjo, Indonesia

Time: February to March 2023

## Research Participant

Six students of seventh grade, were divided into two categories: high and low score (using the students daily scores and final exam scores in semester I academic year 2022 – 2023)

# Research Methodology

**Data:** speaking problems

**Source of the data:** students' verbal and non-verbal language

- Verbal → words, sentences and phrases
- Non-verbal → facial expression, eye contact, and body language

# Research Methodology

## Data collection technique

### 1) Observation, with the detail below:

- Non participant observation
- Covert observation
- Instrument → observation check list based on the theory proposed by Ur (1991)
- Record all of the speaking activities while observing

### 2) Follow-up interview, with the detail below:

- Unstructured interview
- Record all of the interview session

# Research Methodology

There are several steps:

1. Transcribing all of the recording data form the observation, including verbal and non-verbal data
2. Reviewing the transcribing data
3. Classifying the data into speaking problems
4. Verifying the observation data through interviews
5. Combining and describing the data from observation and interview
6. Concluding the data described

Note: Ur (1991) theory of speaking problems was used to classify, analyze, describe and conclude the data

## Data analysis



# Research Findings

Speaking problems faced by students in English class on **February 16, 2023**

**Note:**

H1, H2, H3 = High Student

L1, L2, L3 = Low Student

No.	Aspects of Speaking Problem	H1	H2	H3	L1	L2	L3	
1.	Inhibition	1. Blushing				√	√	√
		2. Perspiration						
		3. Palm-rubbing						
		4. Staggered voice					√	
		5. Less eye-contact			√	√	√	√
		6. Reluctance						
		7. Poor performance in spoken activities				√		√
		8. Less interpretation of communication used						
		9. Less enthusiasm or willingness to speak				√		√
		10. Reading script						
2.	Nothing to say				√	√	√	
3.	Low or uneven participation							
4.	Mother tongue use				√	√	√	

# Research Findings

Speaking problems faced by students in English class on **February 23, 2023**

**Note:**

H1, H2, H3 = High Student

L1, L2, L3 = Low Student

No.	Aspects of Speaking Problem	H1	H2	H3	L1	L2	L3	
1.	Inhibition	1. Blushing				√	√	
		2. Perspiration						
		3. Palm-rubbing			√	√	√	
		4. Staggered voice			√		√	
		5. Less eye-contact		√	√		√	
		6. Reluctance						√
		7. Poor performance in spoken activities					√	√
		8. Less interpretation of communication used						
		9. Less enthusiasm or willingness to speak						√
		10. Reading script						
2.	Nothing to say				√	√	√	
3.	Low or uneven participation							
4.	Mother tongue use	√			√		√	

# Research Findings

Speaking problems faced by students in English class on **March 2, 2023**

**Note:**

H1, H2, H3 = High Student

L1, L2, L3 = Low Student

No.	Aspects of Speaking Problem	H1	H2	H3	L1	L2	L3	
1.	Inhibition	1. Blushing				√	√	
		2. Perspiration						
		3. Palm-rubbing				√	√	
		4. Staggered voice						
		5. Less eye-contact	√	√	√	√	√	√
		6. Reluctance						
		7. Poor performance in spoken activities				√		√
		8. Less interpretation of communication used						
		9. Less enthusiasm or willingness to speak						
		10. Reading script				√		
2.	Nothing to say				√		√	
3.	Low or uneven participation							
4.	Mother tongue use				√		√	

# Research Findings

Speaking problems faced by students in English class on **March 9, 2023**

**Note:**

H1, H2, H3 = High Student

L1, L2, L3 = Low Student

No.	Aspects of Speaking Problem	H1	H2	H3	L1	L2	L3	
1.	Inhibition	1. Blushing				√		√
		2. Perspiration						
		3. Palm-rubbing				√	√	
		4. Staggered voice						
		5. Less eye-contact	√	√	√	√	√	√
		6. Reluctance						
		7. Poor performance in spoken activities				√		√
		8. Less interpretation of communication used						
		9. Less enthusiasm or willingness to speak						√
		10. Reading script						
2.	Nothing to say				√		√	
3.	Low or uneven participation							
4.	Mother tongue use				√		√	

# Research Findings

## Inhibition

### Worry of making mistake

“Sering takut gitu kalau dijudge gitu terus kayak emm emm kayak dijudge dikritik kalau grammarnya salah, pronounciationnya salah, terus kalau belibet itu sering” [I am often afraid of being judged and criticized if the grammar is wrong, the pronunciation is wrong, and if my tongue slips] (H1)

### Worry about getting criticism

“Takut salah, takut apa mungkin penontonnya ini gimana mikirnya gitu, terus nanti kayak keluaranya apa gitu” [I am afraid of being wrong, afraid of what the audience might think, and what will come out from my mouth] (H2)

### Shyness

- “Malu karena gak bisa aja” [I feel shy because I can not (lack of knowledge)] (L1)
- “Emm malu. Soalnya diliatin banyak orang” [I feel shy because many people stared at me] (L2)
- “Karena dilihatin banyak teman juga kalau salah diketawain jadi agak malu” [Because many friends stare at me. If I am wrong, they laugh at me. So, I am a bit embarrassed] (L3)

# Research Findings

## Nothing to say

### Did not know about the topic

“Iya gak tahu topiknya” [I do not know the topic] (L2)

### Lack of vocabulary

“Kadang suka apa ya, lupa sama vocab-vocab yang tertentu. Misalkan bahasa Inggrisnya apa gitu, tapi malah jadinya apa gitu kan” [Sometimes I forget certain vocabs. For example, I want to say a word in English but the wrong word comes out] (H2)

### Lack of grammar

“Iya sering (kesulitan di grammar) ... Karena di kelas selalu pakai bahasa Indonesia. Kalau pakai bahasa Inggris mungkin pas pelajaran bahasa Inggris aja” [Yes, I often have difficulty with grammar ... Because I always use Indonesian in class. I use English maybe just for English lessons] (L3)

# Research Findings

## Low or uneven participation

- “Jadi misalkan ada apa kalau misalkan story telling gitu kan ada yang jadi narrator, ada yang jadi tokohnya. Tokohnya kan pasti dialognya macem-macem, ada yang pendek, ada yang panjang. Ya pembagiannya mungkin cocoknya di tokoh mana tokoh mana” [So for example storytelling activity, there is someone who is the narrator, someone who is the character. The characters must have various dialogues, some are short, some are long. So, the division may be based on which character matches] (H2)
- “Semuanya eee kayak presentasi gitu. Tapi diutamakan anak-anak yang belum bisa yang masih grogi-groggi itu diutamakan dulu” [Everyone has a turn, just like the presentation. But priority is given to those who are still lacking in speaking. Those who are still nervous are prioritized first] (H1)

## Mother tongue use

- “Itu aku kan pakai bahasa Inggris terus habis itu kecampur sama bahasa Indonesia soalnya lupa bahasa Inggrisnya apa gitu” [When I use English, sometimes I mix it with Indonesian because I forget the English vocabulary] (H2)
- “Tapi ya juga ngeswitch bahasa Indonesia lagi habis itu bahasa Inggris lagi gitu” [I also switch to Indonesian, then back to English] (H3)

# Research Implication

The results of this study have implications for junior high school students who need to increase their confidence in speaking skills in English classes by consistently practicing it inside and outside the classroom.

In addition, by knowing students' speaking problems, English teachers in junior high schools also need to improve their pedagogical knowledge, especially in teaching more varied speaking skills that can help their students learn English.



# Conclusion

Referring to the results of the research, it can be concluded that both high scores students and low scores students were experienced the same speaking problems. Of the four speaking problems, three of them were experienced by the students, which are inhibition, nothing to say, and mother tongue use. Low or uneven participation was less of a problem. It only happened in certain activities when they had a different amount of speaking. More than that, there was no problem in terms of participation because all students had a turn to speak.

# Suggestion

1. The result of this research is expected to be a valuable information to all students at junior high schools especially in Indonesia about the way to be more confidence in English speaking class.
2. Teachers of English class in junior high school are expected to have the best ways to teach speaking skill to their students in order to minimize the speaking problems faced by the students.
3. The data collection of this research was done in a limited time following the English lesson schedule especially when speaking skill was implemented by the teacher, so that the researchers did not have enough time to investigate the speaking problems more deeply. Therefore, it is expected that other researchers will be able to allocate more time to gain a better result.

