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Student's Difficulties in Learning Speaking Skills at MTS NU Durung Bedug Candi

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Abstract. *Speaking is the ability to communicate to convey ideas, information, suggestions, feelings, and others. Speaking is also a difficult thing because speaking is an activity that involves making sentences spontaneously and correctly according to grammatical rules. This study explores students' difficulties in speaking English. This study used observation and modified interview guidelines from previous studies. The author conducted research at MTS NU, where students still had difficulty speaking English. It was found that some of the students had difficulty in speaking due to lack of vocabulary, poor pronunciation, and lack of confidence. The author recommends that teachers identify, diagnose, predict, and provide speaking support or training as a technique to overcome this.*

Keywords - Difficulties; Speaking English ; Junior high school

I. INTRODUCTION

Speaking is the ability to communicate to convey ideas, information, suggestions, feelings, and others. Speaking is one of the four skills in learning English, in addition to writing, reading, and listening skills. In addition, speaking is the most important part that students must learn because English is the most commonly used international language around the world. More than one billion people speak English, and it is the primary language for global communications, business, politics, education and diplomacy. especially for students who want to study abroad, the ability to speak English is the main key that must be learned. Speaking does seem difficult because speaking is an activity that involves producing sentences spontaneously and correctly according to the rules of grammar. As stated by Bygate [1], the fact that the words spoken can influence the speaker in processing the message, and choosing the correct diction. According to Pardede [2], English pronunciation is very difficult for L1 speakers. This affects speakers in L1 in terms of accent, intonation, rhythm, characteristics, and others. Learning how to pronounce words in a foreign language can be challenging because the sound system of this language is different from the sound system of the student's mother tongue[3].

According to Leong et al. [4], speaking is not only words that come out of the mouth but also messages that are passed from mouth to mouth. Thus, the message conveyed must also be clear and understandable by the interlocutor. Therefore, it is very important to learn these speaking skills. According to Rao [5], in this modern era, communication plays an important role in achieving success in all fields. Many people take learning English seriously in order to have a good future in the global community [6].

According to Hamida et al. [7], two factors make it difficult for students to speak: linguistic and psychological factors. Linguistic factors include a lack of vocabulary mastery, poor pronunciation, and not paying much attention to the correct use of vocabulary. Psychological factors are students being shy or reluctant to speak English. In addition, another factor that causes students to find it difficult to speak is environmental factors because most students use Indonesian as their mother tongue [8]. When they use English in their or the school environment, they feel strange and unsuited to use English.

Only some students are successful in learning English, especially in speaking skills, because learning speaking requires a habituation process, and the best approach to getting better at speaking a foreign language is to practice [9]. In addition, grammar, pronunciation, and vocabulary skills are also difficult parts faced by students in learning speaking. According to Megawati [10] in her study, English has three proficiency: pronunciation, vocabulary, and grammar. All of these parts are important for developing English language skills. It will be difficult for students who learn speaking without learning these three skills.

Pronunciation is one of the crucial aspects of learning English in the field of speaking as a second language. In learning English, the teacher should not ignore pronunciation. The teacher tries hard to improve student's ability in pronunciation [11]. Students of English should be aware that in order to sound like a native speaker, they will need to train their vocal apparatus to match the articulation level of English words [12]. For this reason, learning with English phonological intervention is crucial to developing critical thinking skills in identifying linguistic sounds [13]. Understanding phonology can be defined as the ability to recognize phonemes (syllables, prefixes, and suffixes), produce phonemes, both consonants, vowels, and communicate ideas clearly [14]. According to Sinurat [15], the speech tools used to produce consonants are places or points of articulation. Consonants are divided into six groups: dental (articulated by the tip of the tongue and upper teeth), bilabial (articulated by the lower and upper teeth), labiodental (articulated by the lower lip and upper teeth), alveolar (articulated by the tip of the tongue and the back of the crests), post alveolar (articulated by the tip of the tongue and the back of the crests), and alveolar palate (articulated by the blade of the tongue and the apex of the anterior palate).

Vocabulary always plays a role in learning English. Students who have sufficient vocabulary and good grammar will find it easier to master English with the four primary skills, namely speaking, listening, reading, and writing [16]. Mastering vocabulary is one of the keys to success in speaking because without vocabulary there are no words that can be said. Therefore, vocabulary can help students convey ideas orally and in writing correctly. In this regard, the teacher needs to ensure that students succeed in learning vocabulary well and so that students are interested in learning it. The teacher must be good at designing learning [17]. There are several interesting media that can be used to teach vocabulary, such as flashcards, vocabulary lists, direct techniques, complete body reactions, and so on.

The teaching of grammar is one of the most controversial topics in the study of understanding English as a foreign language. The debate about how to teach it has focused on whether it should be taught implicitly, overtly, deductively, or inductively [18]. The goal is the same, which is to help students understand grammar so they can apply it to their communication skills and create practical linguistics [19]. Therefore the teacher needs interesting methods and activities so that students can understand grammar rules and use them correctly [20]. The more students understand the grammar, the easier it will be for them to interpret the meaning of sentences in English. In the end, they can use it for good communication skills [19].

In addition to the three factors above, another factor that is no less important to be trained by students learning to speak English is self-confidence. Confidence can also encourage students to speak fluently [20]. Training students to have the courage to speak in front of the class, such as individual or group presentations, is the best approach to increasing student confidence. The teacher must design learning as attractive as possible to achieve learning objectives optimally.

However, learning English is not only focused on the theory but how students can implement it. The language that students learn is a means of communicating well. It is necessary to have a suitable method according to the level of ability and development of students so as not to make students get bored quickly in the learning process. Besides, the students' mother tongue is Indonesian, and English is a foreign language, not all students are happy with learning English [22]. Therefore, achieving the expected learning is difficult because, basically, students have different characteristics, abilities, and learning techniques. In addition, the teacher must motivate students to be enthusiastic about learning. According to Yuli et al. [23], teachers must be able to encourage students because this can create positive and negative charges. Positive behaviour improves students' learning abilities, while negative behaviour eliminates negative situations and replaces them with positive behavior.

Then, according to Setiyawan [24], the teacher should encourage students to participate in speaking class activities and assist students in expressing their ideas. In other words, students are trained to make their own sentences and train students to be confident, because not a few students feel inferior when asked for their responses in speaking class. There are lots of learning methods that can be applied to improve students' speaking skills. According to Usman et al. [25], using the role-play method is one method that can improve students' speaking skills. In role-play, students take the role of playing a different character, so this can also foster student creativity and imagination and also improve their ability to speak.

According to Husain [26], there are nine methods to improve students' ability to learn speaking by using the dialogue method. Students are asked to practice greetings, apologies, agree and disagree, give suggestions, and so on. The second method is problems (group work). Students are asked to analyze a problem shared by the teacher and are asked to work together. The third method is to give an opinion, students are asked to provide feedback about an incident. The fourth method is survey and

interview, students are asked to find information regarding their families, other people, and others. The fifth method is visual comprehension. Students are asked to observe the pictures and give responses to what is in the photos. The sixth method is dreams or ambitions. Students are given a picture of a profession and asked for an answer about whether the student has the desire to become a professional in the picture. The seventh is using rhymes or tongue twisters. This game is to familiarize students with saying a sentence quickly so that students get used to saying a word that the teacher has provided. The eighth is the song. Using songs can also improve students' speaking. By signing, students enjoy learning, can add to their vocabulary, and practice their pronunciation. The ninth is by using the role-play method. Students play a role in their character and profession as well as possible.

According to Brown [27], there are four types of speaking in the classroom. The first type is imitative. In a series of communication, there is the ability to imitate and imitate sentences or phrases at the end of the conversation. Even though this is primarily a phonetic level of spoken production, the performance criteria may include certain prosodic, lexical, and grammatical aspects of language. The second type is intensive. A speaking technique widely used in assessment contexts is the production of brief oral language segments meant to show proficiency in a specific range of grammatical, phrase, lexical, or phonological relationships. The third type is responsive; it assesses response for interaction and tests comprehension of short conversations, solicitation of opinions, and small talk. So this assessment is limited to the level of understanding. The last type is interaction. The difference between interactive and responsive speaking is that interaction involves many participants in long conversations. There are two forms of interaction. The first form is transactional language; it maintains social relations is the primary goal. The second one is extensive form. In this case, students are given the task of making oral reports, summarizing, and giving short speeches. In learning to speak in the class, it depends on the material presented by the teacher and the right situation to carry out these activities.

In learning English, especially speaking, students will encounter obstacles that make student learning outcomes less than optimal. For example, according to Erdiana et al. [28], common problems commonly found at school, students often feel anxious when asked by the teacher to speak English and often forget to remember vocabulary. That's because students rarely use English as their language of communication. Another problem found by Mitha et al. [29]; in her research, the highest showed that students were worried that they were not optimal in the speaking test. Lack of confidence becomes a barrier for students in speaking, so this needs to be trained so that students become more confident in speaking.

A previous study completed by Rahmania et al. [30] shows that two factors cause students to find it difficult to speak English, namely internal and external factors. Internal factors include quiet students, difficulty memorizing vocabulary, difficulty identifying pronunciation, poor language pronunciation, low motivation, and fear of criticism. External factors they prefer to speak Indonesian than English, and they rarely use English.

Another difficulties faced by the students based on the study performed by Zainurrahman et al. [31] are linguistic and psychological factors. They employed descriptive qualitative method. They used interview and speaking methods as their research instruments. The research shows that in linguistics, students need more vocabulary and an understanding of grammar. In the field of Psychology, it shows that students are hesitant and not confident, so that the students' speaking becomes worse.

According to the research above, there are many problems found in learning speaking at university students. Therefore, the researchers are interested in digging deeper into students' difficulties in speaking at MTs Nu Candi. This research is important because with this research the teacher can find out the difficulties and obstacles of students in learning to speak.

5 II. METHODOLOGY

This research is qualitative descriptive research. This research conducted at the MTs NU Candi with a total of 80 students who were examined. Forty students were from class VIII A and forty students were from class VIII B. According to Relaction [32], a qualitative method is a researcher's to comprehend and clarify a social phenomenon. The authors try to find out students' learning problems and then presents them in a descriptive form. Using the theoretical basis as a guide so that research is more focused on facts according to what is happening in the field.

In this case, the authors use data collection methods: observation and interviews. The first data collection is observation. The authors observe when learning speaking takes place to see what problems students in learning speaking related to three skills, namely: vocabulary, pronunciation, and grammar. Then, the researchers record all students' speaking performances and identify the difficulties faced by students.

The second data collection is from an interview results. The researchers use a structured interview instrument in the form of questions set asked to some students about the difficulties in learning speaking. This interview aims to dig up more extensive data about the difficulties faced by students. The interview questions are adopted from previous research [33].

After successfully collecting data, then proceed by analyzing the data. The analysis technique uses the three-step of Haberman and Milles analysis methods: data reduction, data display, and conclusions [34]. Data reduction, the amount of information gathered on the ground must be carefully and thoroughly recorded. As was previously mentioned, the amount of data increase in complexity as a researcher spends more time in the field. This necessitates the immediate completion of data analysis through data reduction. The next stage is to display the data after it has been reduced. Brief summaries, graphs, charts, links between categories, and flowcharts are used to present data. The stage of developing conclusions based on the discoveries and validating the data comes next. As previously stated, the initial interpretations made are still tentative and will be revised if data are found to support the next round of data collecting. Verification data refers to the process of gathering this proof. The conclusions reached are credible conclusions if they are supported by substantial evidence in the sense that they are consistent with the circumstances discovered when the researcher returns to the field.

Reducing data entails summarizing, selecting the essentials, concentrating on what matters, and searching for themes and patterns. As a result, the condensed data will present a clearer picture and make it simpler for researchers to collect additional data and seek for it as needed. The first data analysis technique is data reduction, field data processing which involves summarizing, selecting the most significant information, and focusing on problems that occur in the field. The next stage is displaying the data after it has been reduced. Data can be displayed in various ways, including charts, graphs, correlations between categories, and the like. After that, conclusions are drawn based on credible analysis and findings.

FINDINGS AND DISCUSSION

After conducting research with observations at MTs NU Candi, it was found that most of the students in grades VIII A and VIII B had difficulty speaking due to a lack of vocabulary, poor pronunciation and lack of confidence. Students experiencing a lack of vocabulary can be seen when students speak English. Students have difficulty finding the right words. So that shows the limitations of their vocabulary. In addition, students experiencing poor pronunciation can be identified as follows:

1. frikatif labiodental.

It is known that students experience difficulties in pronouncing the sound /v/.

They make sounds like /f/, /p/, and /b/.

Words	IPA	Students' Pronounced
food	/fu:d/	/pud/
Evil	/i:vəl/	/efil/
verb	/vɛ: rb/	/beb/
remove	/rɪ'mu:v/	/rɪmuf/
value	/væ.lju/	/fælu/
fast	/fæst/	/pas/
above	/əbʌv/	/əbʌf/

In reality, several English loan words with the consonant /v/ in the initial and medial positions are pronounced as /f/ in Bahasa Indonesia. For instance, "variation" (in English) becomes "variasi or fariasi" and "active" becomes "aktif" in Indonesia.

2. A consonant (ð)

The speakers had trouble pronouncing the English voiced fricative (ð), and the majority of students had their teeth transform the consonant (ð) into the consonant (/d/), as seen in the word "like."

Words	IPA	Students' Pronunciation
These	/ ði:z/	/di:s/
Those	/ ðəuz/	/dəuz/
Them	/ðem/	/dem/
This	/ ðɪz/	/dɪs
Father	/fɑðə/	/fadəɾ/

For the student, the consonant /ð/ and // sound alike. The contrast features were used to determine what was causing this anomaly. Because stop, continuant, and their way of location have comparable features, a difference can be detected between them.

3. Palatal fricative

a. Consonant /ʃ/ in English

The student's pronunciation of /ʃ/ is poor. They do this in words like "shine," "shore," "English," "wash," "finish," and "fishing," where they transform the sound /ʃ/ into /s/.

Words	IPA	Students' Pronunciation
English	/ɪŋ.gʌɪʃ/	/ɪŋ.gʌɪs/
Finish	/fɪn.ɪʃ/	/fɪnɪs/
Shine	/ʃaɪn/	/sain/
Wash	/wɑːʃ/	/was/
Fishing	/fɪːʃɪn/	/fɪsɪŋ/
Shore	/ʃɔːr/	/sɔr/

b. English Consonant /dʒ/ and /tʃ/

Words	IPA	Students' Pronunciation
Watch	/wɒtʃ/	/wɒt/
Join	/dʒɔɪn/	/jɔɪn/
Page	/peɪdʒ/	/peɪg/
Catch	/kætʃ/	/kat/

Then students also experience embarrassment when speaking in front of their friends. This is evident when all students perform one by one to speak in front of their friends with topics that are free to tell, most of them are embarrassed or nervous with signs of trembling, and in the end, they are not fluent in speaking English. It can be concluded that the main causes of students in class VIII A and VIII B at Candi MTs NU who cannot speak English are lack of vocabulary, poor pronunciation, and shyness.

To strengthen the data, the authors also conducted interviews to confirm the findings from this observation. Here, the researcher interviewed three students from each class. It can be concluded from the interviews with three class VIII A students: one student has difficulty in vocabulary, the second student experiences a lack of confidence, and the third student has difficulty memorizing and poor pronunciation. The following are examples of quotes submitted by students.

Student 1 : Yes, all of them are difficult, but the most difficult thing is mastering the vocabulary because I easily forget.

Student 2 : I still feel worried about being wrong and nervous when speaking, let alone progressing in speaking English. I still feel it, but I don't think it's a problem because the teacher will definitely correct our mistakes.

Student 3 : in my opinion, everything is not too difficult, it just depend on our will to learn or not, but in my personal opinion, memorizing vocabulary with the correct pronunciation is difficult.

From the results above, students find it difficult to master vocabulary because students easily forget and have bad pronunciation. In addition, students are not confident but proficient in speaking English, so it can be ensured that students master all linguistics related to speaking. This can be proven when researchers conduct face-to-face communication with students using English.

Furthermore, from the results of interviews with class VIII B students, it was found that of the three students, one student felt insecure, and the second and third students answered that the student could not speak English because they needed good vocabulary mastery and pronunciation. Of the three students, they have learned English in courses, but they rarely practice what they have learned in class or courses, but this is a positive thing in class VIII B. The following is an example of a quote put forward by a student.

Student 4: Yes, I was very happy when I advanced because many people watched it and were afraid of being wrong.

Student 5: In my opinion, the most difficult thing is the correct vocabulary and pronunciation. Grammar is easy to learn to speak. Only by knowing the simple present, past, future, and present perfect grammar we can set the pronunciation correctly.

Student 6: in my opinion, everything is quite difficult, but grammar is not difficult. What is difficult is learning vocabulary and pronunciation because different pronunciations can have different meanings.

The findings found in class VIII B are not much different from those found in class VIII A. So the main factors found in the difficulty of learning to speak from the two classes are lack of vocabulary, lack of self-confidence and bad pronunciation. The findings are in accordance with Hamida's [7] opinion that there are two factors that cause students not to be able to speak English: linguistic and psychological factors. Linguistic factors include a lack of vocabulary mastery, poor pronunciation, and not paying much attention to the correct use of vocabulary. The second factor is psychology that relates to the students' confidence. However, not everything that is said is true. In fact, in MTS NU, there are only three main causes, namely lack of vocabulary, lack of confidence and bad pronunciation. Many students experience a lack of vocabulary, so the teacher must provide an effective method to increase students' vocabulary because of their limited vocabulary, students find it difficult to express their ideas. Therefore, There are many strategies, methods, and procedures that the teacher could try in order to increase student proficiency in English, particularly vocabulary. If class members struggle with vocabulary, the language learning process will not be successful. Simultaneously, the goals of teaching English is to inspire students' interest in the language and help them grasp vocabulary by having them not only memorize it but also use it when speaking [35]. In this situation, we need a teaching strategy that encourages students to speak up. In addition, students lack confidence when speaking English, even though their talent is greatly influenced by their self-confidence. This lack of self-confidence is the most dominant factor found. When given the opportunity to speak English, some of them felt hesitant and even reluctant because they lacked confidence in their speaking abilities. Therefore, it is not surprising that when students practice speaking English, this ability often creates fear. In accordance with the Maulina[21] that students' abilities are influenced by their self-confidence. Furthermore, the problems students face in speaking English because of their lousy pronunciation. According to the above table, the students have trouble pronouncing the consonants /v/ /ð/ /ʃ/ /dʒ/ and /tʃ/. Some of students thought that the word food /fu:d/ was replaced with /pud/, some students said above /əbʌv/ with the pronunciation of /əbʌf/, some students also said evil /i:vəl/ became /efil/, besides that students also had difficulty in interpreting the consonant (ð) and most of the students changed the consonant (ð) into a consonant (/d/), this /ði:z/ was changed to /di:s/, said them / ðem/ is pronounced /dem/, it is also difficult to pronounce /ʃ/, they transform the sound /ʃ/ into /s/, as the English word /ɪŋ.gʌʃ/ is pronounced /ɪŋ.gʌs/, fishing /fi:ʃ in/ is pronounced /fising/, the word wash /wa:ʃ/ is pronounced / wɒ t/, the join word /dʒɔIn/ is pronounced /jɔIn/, the catch word /kaetʃ/ is pronounced /kat/, the word page /peɪdʒ/ is pronounced /peɪg/. Therefore the teacher must gently but firmly prevent them from withdrawing and encourage them to listen more and repeat sentences with the correct pronunciation. Although, errors in pronunciation are difficult to correct because bad pronunciation habits have formed a pattern in their ears. However, students can solve this pronunciation problem by listening to the correct sentence and repeating it until good pronunciation is included

IV. Conclusion

According to this study, many students have difficulty speaking because they need more vocabulary mastery, have poor pronunciation, are not confident, and need more courage to practice their newly acquired knowledge. In addition, the authors found another factor is the need for environmental support that allows students to speak English. The author recommends that teachers identify, diagnose, predict, and provide support or speech training as a technique to overcome this. Based on these findings, it is very important for English teachers to teach using the various unique teaching tactics described above as they are effective for overcoming the challenges students experience and for efficient teaching and learning methods. In addition, mastering English is important because it will make it easier for us to communicate with people around the world. Therefore it is very important for students to learn and have good English skills.

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