

**ANALYZING CHALLENGES AND SOLUTIONS  
IN LEARNING SPEAKING FOR THE SECOND GRADE STUDENTS  
OF JUNIOR HIGH SCHOOL AT MTS NURUL MANNAN JEMBER**

**THESIS**



**by:**

**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER**

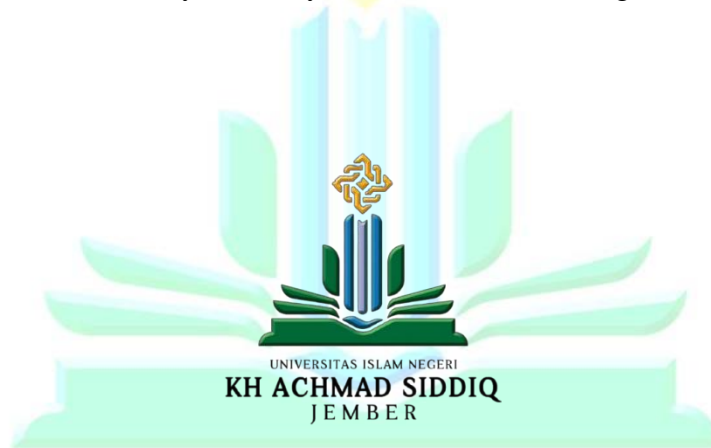
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**STATE ISLAMIC UNIVERSITY OF  
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FACULTY OF EDUCATION AND TEACHER TRAINING  
JUNE 2024**

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Submitted to State Islamic University of Kyai Haji Achmad Siddiq Jember  
To fulfill one of requirements for Bachelor Degree (S. Pd)  
Program of English Education  
Department of Islamic studies and Language Education  
Faculty of Tarbiyah and Teacher Training



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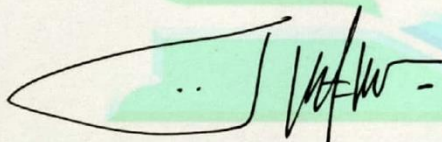
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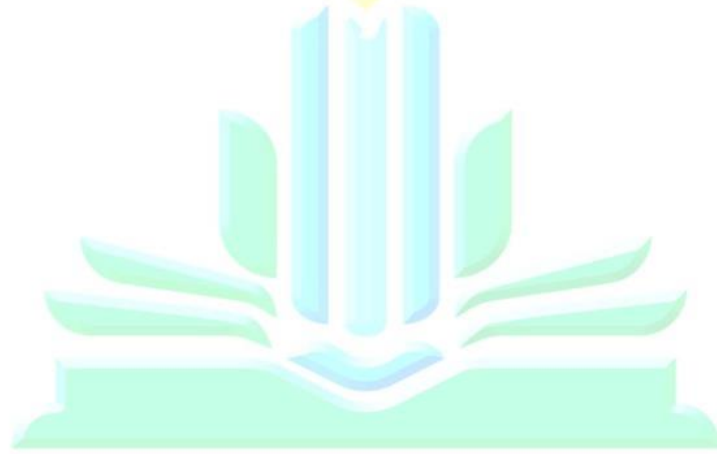
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## MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي<sup>٢٥</sup> وَيَسِّرْ لِي أَمْرِي<sup>٢٦</sup> وَاخْلُكْ عُقْدَةً مِّنْ لِّسَانِي<sup>٢٧</sup>  
يَفْقَهُوا قَوْلِي<sup>٢٨</sup>

(25) "He [Moses] said, "My Lord, expand for me my breast [with assurance], (26)  
And lighten all my affairs, (27) And untie the knot from my tongue, (28) That  
they may understand my speech. (QS. Taha: 25-28)\*



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\* Departemen Agama Republik Indonesia, Al-Qur'an dan terjemahannya (Bandung: Diponegoro, 2010), 23.

## DEDICATION

With heartfelt gratitude, I proudly dedicated this thesis to the incredible individuals who have supported and inspired me throughout this journey:

1. To my beloved mother, whose boundless love, unwavering support, and prayers have guided me through every challenge. Your strength and guidance have been my constant motivation. I owe every achievement to your belief in me.
2. To the memory of my late father, who taught me the values of hard work, integrity, and perseverance. Your legacy continues to inspire me every day. Your spirit has always been with me, motivating me to strive for excellence.
3. To little family, my elder brother and my sister-in-law, for their encouragement and support have been invaluable throughout this journey. Your belief in my abilities has given me the confidence to push forward. I am grateful for your constant presence and unwavering faith in me. And to my wonderful niece and nephew, who bring joy and inspiration to my life. May this work inspire you to pursue your own dreams with determination and passion.

By all those, I have been built as who I am today. Thank you, without any limit for all of them. May Allah give all of you more than what I have got to be.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, my sholawat and salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the cleverness era. The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as a Rector of State Islamic University KH Achmad Siddiq Jember who has given opportunity for me to study in this institute.
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3. Dr. Nuruddin, S.Pd.I. M.Pd.I., Head of the Department of Islamic Education and Languages, Faculty of Tarbiyah and Teacher Training UIN KHAS Jember, for his support.
4. Dewi Nurul Qomariyah, S. S, M. Pd as the Head of English Education Department who has motivated me to study English.

5. Nina Hayuningtyas M. Pd as my advisor who has supported, helped, guided, and given me precious advices and corrections during the writing of the thesis.
6. The lecturers of English Education Department who have given me knowledge.
7. The principal of MTs Nurul Mannan, Haniah Qurrotul Uyun, S.Pd. I, and the staffs for giving me permission and helping me during my research in MTs Nurul Mannan Jember.
8. The English teacher, Afifah Nurussaadah for her support and help in conducting this research.

I really realize that this thesis is far from being perfect. Therefore, the researcher hopes this thesis will be useful for readers and other researchers who find it relevant to their research.

UNIVERSITAS ISLAM NEGERI  
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Jember, 06<sup>th</sup> of June 2024  
**Zahrotul Laili**



## ABSTRACT

**Zahrotul Laili, 2024:** *Analyzing Challenges and Solutions in Learning Speaking for the Second Grade Students of Junior High School at MTs Nurul Mannan Jember.*

**Keywords:** *students' challenges, students' solution, learning speaking.*

Learning speaking is a process of acquiring and developing spoken language skills. It entails learning how to communicate verbally, which includes comprehending and using spoken words, phrases, sentences, and conversation in a target language. However, the value of speaking proficiency as learning to communicate in a second or foreign language presents many challenges. Hence, it is important to know the several students' solutions in overcoming those challenges as one of important skills that should be mastered by the students.

There were two research focus in this research, they were: 1) What are the challenges in learning speaking faced by the second grade student of Junior High School at MTs Nurul Mannan Jember? and 2) How are the solution to overcome the challenges in learning speaking for second grade student of Junior high school at MTs Nurul Mannan Jember? The objectives of this research were to describe the challenges faced in learning speaking for second grade student of junior high school and to describe the solutions to overcome the challenges in learning speaking.

This research applied a qualitative as research approach and focused on case study design.. The research was conducted in MTs Nurul Mannan Ledokombo Jember. The selection of participant technique was purposive to choose 6 participants based on their active participation in the classroom activity, those were 3 active students and 3 passive students out of 34 students based on the teacher's recommendation. The data were gathered by interview and observation. While to validate the data the researcher used technical triangulation and source triangulation.

The result of the research showed that the students' challenges in learning speaking included linguistic and psychological challenges. In linguistic challenges consisted of pronunciation, grammar, and vocabularies. Then in psychological challenges consisted of fear of making mistakes, shyness, lack of confident, and lack of motivations. While the solutions to overcome those challenges are increasing practice, mastering more vocabulary, boosting motivation, and enrolling an extra class.

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# CHAPTER I

## INTRODUCTION

### A. Research Background

English is officially taught as a foreign language in Indonesian schools with the decision of the minister of education and culture on 1967.<sup>1</sup> It functions to be crucial for the international assimilation and advancement of science, technology, the arts, and culture. Therefore, as a result of the country's modernization and the growth of the language for the next generation. Usually, English is not only learned in elementary, junior, and high school, but university students and other learners at higher educational levels also acquire the language. So English is a necessity for students to be able to communicate in various situations in English.

There are several aspects that students must learn in English those are listening, reading, writing and speaking. Additionally, speaking proficiency is regarded as one of the four language abilities that significantly affects in learning English as a foreign language and its widely recognized. It is proven by the teacher statement in MTs Nurul Mannan when the researcher did the preliminary research. She explained students' excitement in learning english was influenced by the student's ability in speaking skill proficiency. Therefore, they can enjoy and feel fulfilled when they could share their ideas and opinions in the classroom.

The teacher added, to help students in increasing student

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<sup>1</sup> Ismi Yulizar and Siti Aminah Hasibuan, 'Mengapa Bahasa Inggris Menjadi Mata Pelajaran Wajib Di Indonesia', *Tarbiyah Bil Qalam : Jurnal Pendidikan Agama Dan Sains*, 2022, 25–38.

motivation and promote positive behavior, the teachers implemented a system of Rewards and Punishment in the classroom by using a star point accumulation technique which is become one of effective application method in learning speaking. Under this approach, students are rewarded with stars when they demonstrate desired behaviors, such as participating actively, turning in assignments on time, and working with classmates. The stars point they get can be collected and exchanged for tangible rewards, creating a positive reinforcement loop that motivates students to consistently exhibit positive conduct. On the other hand, if students engage in disruptive or poor behavior, they may lose part of their acquired stars, facing a moderate sort of consequence. Additionally, while many students enthusiastically participate, some encounter challenges in their speaking skills. These obstacles could range from language barriers to self-confidence issues. The obstacles might include shyness, language barriers, or varying comfort levels with public speaking.

This was also demonstrated by earlier research on the challenges faced by students in learning speaking. In Ratnasari's journal findings indicated that a number of factors, including a lack of vocabulary, anxiety, an unsupportive environment, and a lack of grammar knowledge, contributed to these difficulties.<sup>2</sup> Meanwhile Paneerselvam also mentioned some of the difficulties students encounter when learning speaking, including a lack of motivation and self-confidence, anxiety, inhibition and

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<sup>2</sup> Aisha Ganesh Ratnasari, 'EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department', *Journal of Foreign Language Teaching and Learning*, 5.1 (2020) <<https://doi.org/10.18196/ftl.5145>>.

they have limited knowledge of their vocabulary.<sup>3</sup>

However, Shen in his research also stated that the value of speaking proficiency as learning to communicate in a second or foreign language presents many challenges. The challenges that faced by students in learning speaking can be divided into two categories, those are linguistic and psychological. Shen discovers that linguistics and psychology have a dual role in the speaking difficulties faced by English majors. The three categories of linguistics issues include pronunciation, grammar, and vocabulary. Psychological problems are consisting of fear of making mistakes, shyness, anxiety, lack of confidence, and low motivation.<sup>4</sup> These challenges involves both language and psychological components that are interconnected. Such as students pronounce a word incorrectly, making them embarrassed to practice. Additionally, students frequently still thinking about true grammar in the sentences that they will convey, which it will be interferes with their speaking fluency. The challenge of having limited vocabulary also affects their psychology, they will feel anxious and not have the confidence to speak.

In other side, in order to accomplish the goal of learning speaking there are several solutions to overcome those challenges. According to Brown, one approach to create an English speaking class is to support the development of speaking methods. To achieve oral communication goals,

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<sup>3</sup> Agatheswari Paneerselvam and Maslawati Mohamad, 'Learners' Challenges and English Educators' Approaches in Teaching Speaking Skills in an ESL Classroom: A Literature Review', *Creative Education*, 10.13 (2019), 3299–3305 <<https://doi.org/10.4236/ce.2019.1013253>>.

<sup>4</sup> Ming-yueh Shen, 'EFL Learners' English Speaking Difficulties and Strategy Use', *Education and Linguistics Research*, 5.2 (2019), 88 <<https://doi.org/10.5296/elr.v5i2.15333>>.

they must create their personal strategies.<sup>5</sup> The personal strategies as the ways for the students and also the teacher to solve the speaking English problems are include conducting more practice, so that can be more familiar with English language, enhance more vocabularies in order to speak confidently, and more importantly, set the environment to be more comfortable to boost the student's motivation to encourage their skill in speaking English.

Additionally, it is also support by the previous study that has been conducted by Herdianti Lestari. she clarified in her research that there are a few strategies to address the challenges of learning speaking, including increasing practice, mastering more vocabulary, boosting motivation, and enrolling the extra class of English.<sup>6</sup> Additionally, Zafa also clarified that students should practice their English speaking both inside and outside of the classroom, with a focus on incorporating the language into their daily activities.<sup>7</sup>

Besides that, the fact that English is exclusively taught in the classroom and is unfamiliar to students. It is difficult for them to understand English as a foreign language. The majority of students are still used to speaking in their native tongues both inside and outside of the classroom, which presents unique problems for these educational

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<sup>5</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New (Jersery: Prentice Hall Regents., 2002).

<sup>6</sup> Hardianti Lestari, Murni Mahmud, and Kisman Salija, 'The Ways To Overcome the Problems in Speaking English Encountered By the Students of Islamic Boarding School Of', 2018, 1–8.

<sup>7</sup> Afifah Zafa, Yuyu Heryatun, and Busthomi Ibrohim, 'EFL Students' Speaking: Problems and Solutions', *International Conference on Education*, 2 (2023), 1–8.

institutions.<sup>8</sup> Therefore students need to improve their speaking skills by practicing their English speaking in equal measure both inside and outside the classroom. They also need to enhance strategies that involve consistently increasing their practice, mastery of a broader vocabulary, strengthening personal motivation, and enrollment in additional English classes for more structured learning.

In this research, the researcher interested to conducted research in purpose to know the factors that make students difficult in learning speaking skill. The researcher chose MTs Nurul Mannan as the object of this research because this school is located in rural area and the students have low motivation in learning English. This school was located in Ledokombo, Jember regency, East Java. This school is precisely in Sukogidri Village which is one of the small villages in Ledokombo district. Additionally, the researcher also wants to know how student overcome those challenges that often occur when studying English in rural schools. Based on those explanation above the researcher tries to analyze and interpret it under the title **“Analyzing Challenges and Solutions in Learning Speaking for Second Grade Students of Junior High School at MTs Nurul Mannan Jember”**

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<sup>8</sup> Bambang Supriadi, Andi Anto Patak, and Chairil Anwar Korompot, ‘Teaching EFL in a Rural School : Challenges and Strategies’, *Journal of Art, Humanity & Social Studies*, 3.3 (2023), 208–15.



## **B. Research Questions**

Based on the research background above, the problem of the research can be formulated in the following questions:

1. What are the challenges in learning speaking faced by the second grade student of Junior High School at MTs Nurul Mannan Jember?
2. How are the solution to overcome the challenges in learning speaking for second grade student of Junior high school at MTs Nurul Mannan Jember?

## **C. Research Objectives**

Based on the research questions above, the objectives of this study were:

1. To describe the challenges faced in learning speaking for second grade student of junior high school
2. To describe the solutions to overcome the challenges in learning speaking for second grade student of junior high school

## **D. Significant Of Research**

The result of the research is expected to give some contributions to:

### **1. Student**

Hopefully, the results of this research can contribute to a more positive and effective learning experience for students and can improve students' speaking abilities by understanding and overcoming challenges in learning speaking skills. Students confidence and motivation can be boosted by interventions and supports that are specifically designed for them.

## **2. English Teacher**

Hopefully, this research contributes and can be used as reference to the English teachers with insights into specific challenges faced by students in learning speaking. Equipped with this knowledge, teachers can modify their methods of education to better suit the needs of their students.

## **3. Other Researcher**

Hopefully, this research will give an inspiration for other researchers to find new ideas who are interested in conducting similar research with different perspectives and paradigms.

## **E. Definition of Key Term**

### **a. Challenges in Learning Speaking**

Challenges in learning speaking are the obstacles and problems that individuals face when acquiring and developing their spoken language abilities. These challenges can cover a variety of aspects, including pronunciation, fluency, vocabulary use, grammar, and overall communication competency. Learning to speak also can be difficult for a variety of reasons, including a lack of exposure, fear of making mistakes, language hurdles, and few opportunities for in-person practice.

### **b. Solutions in Learning Speaking**

Solutions in learning speaking is refers to practical methods, techniques, and tactics that help individuals to get past

the obstacles they face when developing their spoken language proficiency. These solutions can take many different forms, such as technology-assisted learning tools, immersive experiences, language exchange programs, interactive communication activities, structured language instruction, technology-assisted instructional materials and the establishment of a welcoming environment that inspire learners to confidently express themselves.

### **c. Learning speaking**

Learning speaking is a process of acquiring and developing spoken language skills. It entails learning how to communicate verbally, which includes comprehending and using spoken words, phrases, sentences, and conversation in a target language. Learning to speak includes various components such as pronunciation, vocabulary, grammar, fluency, and cultural context which contribute to effective and meaningful oral communication. The process usually involves listening to and imitating native speakers, engaging in interactive communication, receiving feedback, and practicing in different language and cultural environments. Speaking instruction serves as a tool to help people communicate effectively, express themselves clearly, and confidently handle everyday communication situations in the target language.

## **F. Structure of the Report**

This study was divided into five chapters, each of which featured a

number of related subchapters. A study typically consisted of three sections. They were going to be explained as follows: they were the first section, the main part, and the last part.

The first was the beginning section. It had the title of the research, the approval sheet, the board examiners' approval, the motto, the dedication, the recognition, the abstract, and the table of contents.

The second was core part that included:

1. **Chapter One** covered the thesis introduction, which includes of research background, research questions, research objectives, research significances, definition of key terms, and structure of the report.
2. **Chapter Two** covered the review of related literature, which includes the theoretical framework and previous studies on this topic.
3. **Chapter Three** highlighted the research methodology for this study, which includes the research approach and type, data and data source, collecting data method, data analysis technique, and data validity.
4. **Chapter Four** discussed the data analysis and discussion findings. The information in this study focuses on the difficulties and solutions second-grade students have when learning to speak.
5. **Chapter Five** discussed the study's suggestions and conclusion.

The third and last section had the references, the writing's declaration of authenticity, and appendices with the research matrix, lesson plan, researcher bibliography, declaration sheet, research journal.

## CHAPTER II

### LITERATURE RIVIEW

#### A. Previous Research

This section contains a summary of previous research findings as well as a list of findings that are relevant to the research. The research findings include;

The first research was conducted by Laras Sriwulandari, 2020. The title of the research is “The Challenges of Teaching and Learning Speaking Skill in English at Foreign Language Center (FLC) Kampung Inggris Pare Kediri”. The research aims to describe the challenges in teaching and learning speaking at FLC. The study's findings are; the tutors' challenges when teaching speaking include anxiety when working with students of a similar age, tutors lack of knowledge and strategies for giving individual students individualized attention to help them improve their speaking skills and tutors' lack of knowledge and confidence when teaching large classes. Then the students' challenges when learning speaking include lack of preparation, worry, and self-confidence.<sup>9</sup>

The second research was conducted by Tuyen Nguyen Chau Bich and Andrew Lian with title “Exploring Challenges of Major English Students Towards Learning English Speaking Skills Online During Covid 19 Pandemic and Some Suggested Solutions”, 2021. A mixed research method was applied in this study. And the purpose of this study is to

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<sup>9</sup> Laras Sriwulandari, ‘The Challenges of Teaching and Learning Speaking Skill in English at Foreign Language Center (FLC) Kampung Inggris Pare Kediri’, 2020.

explore the challenges encountered by major English learners towards learning English speaking skills with focus in online learning and suggest some possible solutions for problems that existed. The study's findings demonstrated that, in the face of the COVID-19 pandemic, the majority of students expressed a disregard for online speaking skill acquisition as they dealt with issues related to technological advancements, Wi-Fi connectivity, important speaking skill characteristics, and sociolinguistic competence.<sup>10</sup>

The third research was conducted by Muhamad Holandiyah, et al 2022 with the title “Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study”. The method used was a qualitative case study with focus on students’ speaking challenges in a life skill program at an Islamic boarding school. The result show that despite participating in a life skill program, students faced a range of challenges that hindered their ability to speak English fluently, and those challenges are facing language boundaries such as fluency, vocabulary, pronunciation, and grammar, enjoying using mother tongue, coping with psychological issues, and looking for interesting topics of conversation such as the topics were sometimes difficult for student and not

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<sup>10</sup> Tuyen Nguyen Chau Bich, ‘Exploring Challenges of Major English Students Towards Learning English Speaking Skills Online During Covid 19 Pandemic and Some Suggested Solutions’, *Proceedings of the 18th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL-2-2021)*, 621 (2022), 135–44  
<<https://doi.org/10.2991/assehr.k.211224.014>>.

interesting.<sup>11</sup>

The fourth research was conducted by Hariswan Putera Jaya, et al in 2022 with the title “Speaking Performance and Problem Faced by English Major Students at A University in South Sumatra”. The method used in this study was quantitative with survey study. The purpose of this study is to discover the students’ speaking performance, speaking problems, and factors associated with the problems. The result from this study showed that 42% of the participants did well and 58% did not perform well in the speaking test. Furthermore, the speaking challenges were divided into three categories: linguistic (fluency, grammar, vocabulary, and pronunciation), social (difficulties to find opportunities to learn English and comprehension in speaking class), and affected-related problems (anxiety and self-confidence). The factors found that contributing to speaking difficulties in this study are lack of general knowledge, lack of practice speaking, fear of making mistakes, lack of practice using words and grammar, low motivation, low participation, reading laziness, shyness, reduced use of dictionaries, nervousness, fear of criticism, and difficulty pronouncing unfamiliar words are the factors contributing to speaking difficulties.<sup>12</sup>

The last research was conducted by Gita Harliza, et al in 2023

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<sup>11</sup> Muhamad Holandyah and others, ‘Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study’, *Journal of Language Teaching and Research*, 13.3 (2022), 670–77 <<https://doi.org/10.17507/jltr.1303.23>>.

<sup>12</sup> Hariswan Putera Jaya, Ismail Petrus, and Nova Lingga Pitaloka, ‘Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra’, *South Sumatera Indonesian EFL Journal*, 8.1 (2022), 105–12 <<https://journal.uniku.ac.id/index.php/IEFLJ/index>>.

with the title” EFL Students’ Challenges In Learning Speaking Skills During Online-to-Offline Transition Era”. The method used in this research was qualitative study with aimed to examine the challenges EFL students encountered when learning speaking skills during the online-to-offline transition era, then compare and contrast the online and offline speaking skill learning experiences, and finally describe possible strategies that the students used to overcome the challenges. The study's findings indicate that there are two main categories of difficulties that EFL students encounter when speaking English including lack of vocabulary (academic word problems) and nervousness (communication apprehension). This research also revealed that there were four themes of differences in online and offline learning, including learning process, classroom activities, time management, and learning outcomes (understanding the material). And the potential solution used by the participants are three strategies to overcome their challenges. Those strategies are metacognitive strategies like preparing vocabulary, cognitive strategies in entertainment platform, and social strategies (asking and practice). Then the transition era experience finding is concluded by gives students new experiences such as they do not experience challenges in terms of environment and internet issue as they face during online learning.<sup>13</sup>

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<sup>13</sup> Nunung Fajaryani, Gita Herliza, and Rd. M. Ali., ‘EFL Students’ Challenges In Learning Speaking Skills During Online-to-Offline Transition Era’, *Ethical Lingua: Journal of Language Teaching and Literature*, 10.2 (2023), 303–16 <<https://doi.org/10.30605/25409190.602>>.



**Table 2.1**  
**Similarities and Differences between the current research and previous research**

| NO. | Title of Research  | Similarities  | Differences  |
|-----|--|---|--|
| 1.  | “The Challenges of Teaching and Learning Speaking Skill in English at Foreign Language Center (FLC) Kampung Inggris Pare Kediri” by Laras Sriwulandari | <ul style="list-style-type: none"> <li>• Both researchers used qualitative case study method</li> </ul> | <ul style="list-style-type: none"> <li>• The learning speaking analysis in the previous research only focused on the challenges in speaking while in this research focused on the challenges and the solutions in learning speaking</li> <li>• The previous research analyzed challenges in teaching and learning speaking while in this research only focused on analyzed the challenges and solution in learning speaking</li> <li>• The previous research focused on students' and the tutors speaking skills while in this research focused in students learning speaking skill.</li> <li>• The research Subject of the</li> </ul> |

| NO. | Title of Research   | Similarities   | Differences   |
|-----|---|--|---|
|     |   |  | <p>previous research focused on senior high school students and university students and two tutors of FLC, while in this research focused on junior high school student.</p>  |
| 2.  | <p>“Exploring Challenges of Major English Students Towards Learning English Speaking Skills Online During Covid 19 Pandemic and Some Suggested Solutions” by Tuyen Nguyen Chau Bich and Andrew Lian</p> | <ul style="list-style-type: none"> <li>• Both researchers focused on students' speaking skills</li> <li>• Both researchers analyzed challenges in learning speaking</li> </ul> | <ul style="list-style-type: none"> <li>• The method used in the previous research was quantitative research, while the method used in this research was qualitative Research</li> <li>• The learning speaking analysis in the previous research only focused on the challenges while in this research focused on the challenges and the solutions in learning speaking</li> <li>• The research Subject of the previous research focused on major English</li> </ul> |

| NO. | Title of Research  | Similarities  | Differences  |
|-----|--|---|--|
|     |  |   | students, while in this research focused on junior high school student   |
| 3.  | <p>“Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study” by Muhamad Holandiyah, Lenny Marzulina, Dian Erlina, Kasinyo Harto, Fitri Amalia, Fridiyanto, and Amirul Mukminin.</p> | <ul style="list-style-type: none"> <li>• Both researchers focused on students' speaking skills</li> <li>• Both researchers analyzed challenges in learning speaking</li> <li>• Both researchers used qualitative case study method</li> </ul> | <ul style="list-style-type: none"> <li>• The learning speaking analysis in the previous research only focused on the challenges while in this research focused on the challenges and the solutions in learning speaking</li> <li>• The research subject of the previous research focused on the EFL learners in an Islamic boarding school who already join the life skill program while in this research focused on junior high school student</li> </ul> |
| 4.  | <p>“Speaking Performance and Problems Faced By English Major Students At A University In Sout Sumatra” by Hariswan Putera Jaya, Ismail Petrus,</p>   | <ul style="list-style-type: none"> <li>• Both researchers focused on students' speaking skills</li> <li>• Both researchers analyzed challenges in learning speaking</li> </ul>  | <ul style="list-style-type: none"> <li>• The method used in the previous research was quantitative research, while the method used in this research was qualitative</li> </ul>   |

| NO. | Title of Research  | Similarities  | Differences   |
|-----|--|---|---|
|     | and Nova Lingga Pitaloka   |   | <p>Research</p> <ul style="list-style-type: none"> <li>The learning speaking analysis in the previous research focused on speaking performance and the challenges while in this research focused on the challenges and the solutions in learning speaking</li> <li>The research Subject of the previous research focused on major English students, while in this research focused on junior high school student</li> </ul> |
| 5.  | <p>“EFL Students’ Challenges in Learning Speaking Skills During Online-to-Offline Transition Era” by Gita Harliza, Nunung Fajaryani, and Rd. M. Ali.</p> | <ul style="list-style-type: none"> <li>Both researchers focused on students’ speaking skills</li> <li>Both researchers analyzed challenges in learning speaking</li> <li>Both researchers used qualitative case study method</li> </ul> | <ul style="list-style-type: none"> <li>The previous research was focused in the students transition era during Online-to-Offline speaking Learning while in this research focused in the students offline speaking learning.</li> </ul>   |

| NO. | Title of Research | Similarities | Differences   |
|-----|-------------------|--------------|---|
|     |                   |              | <ul style="list-style-type: none"> <li>• Types of research design, the previous research used qualitative descriptive and this research used qualitative case study.</li> <li>• The learning speaking analysis in the previous research only focused on the challenges, while in this research focused on the challenges and the solutions in learning speaking</li> <li>• The research subject of the previous research focused on fourth-semester students in English study program, while in this research focused on junior high school student.</li> </ul> |

Based on the explanation above, there are similarities and differences between the five previous research and the current study. The similarities between the five previous researches above

with this research were both of them analyzing students challenges in learning speaking and have the same focus on students' speaking abilities. Meanwhile, the differences between this study and the five previous researches were the theory used to analyze the data and the research subject. The five previous studies above used different theories in analyzing the data, where the three of it used Ur's theory, and the other two used Anderson's and Afsher's theory, but in this study, researcher used the theory from Shen and brown. Another differentiation between this research with the previous research was the subject. The subject of this research are the 8th Grade students in junior high school.

## **B. Theoretical Framework**

### **1. Learning Speaking**

#### **a. Definition of Speaking**

Speaking is the ability to vocally convey information through words. Producing and receiving information during the speaking activity is influenced by the individuals, experiences, the physical surroundings, and purposes.<sup>14</sup> Its mean speaking is the primary means of interpersonal communication, it is expected that we can comprehend one another in daily interactions.

According to Lesacova, speaking is one of the useful abilities

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<sup>14</sup> Farah Sukmawati Wahidah, 'STUDENTS' SPEAKING PROBLEMS AND FACTORS CAUSING IT', *Jurnal.Ugj.Ac.Id*, Vol XVI (2016) <<https://api.semanticscholar.org/CorpusID:151771418>>.

used to socialize people through spoken language. The message is produced and processed in real time or directly conveyed to the listeners. It is also explained by Chaney, speaking is the process of creating and communicating meaning via the use of verbal and nonverbal symbols in various contexts, in other words, speaking is made easier for someone to express their ideas in written and spoken forms depending on the situations.<sup>15</sup>

Bailey defines speaking as an interactive process in which speakers generate, receive, and process information in an effort to create meaning.<sup>16</sup> According to Hornby speaking can be defined more simply as the capacity to produce words, employ voice, and convey meaning through speech. The ability to communicate ideas, feelings, or thoughts to another person through spoken language. Speaking is an essential part of daily life since it allows people to express their goals.<sup>17</sup>

Tarigan noted the primary goal of speaking is communication.<sup>18</sup> As such, in order for people to comprehend what we are talking about, the speaker must be able to effectively convey their ideas and feelings as well as their meaning. Since speaking is

<sup>15</sup> Tamara L. Burk Ann L. Chaney, *Teaching Oral Communication in Grades K-8* (Allyn and Bacon, Boston, 1998, 1998).

<sup>16</sup> Kathleen M. Bailey, *Practical English Language Teaching PELT Speaking* (New York: McGraw-Hill, 2005).

<sup>17</sup> A.S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, ed. by Jonathan Crowther, fifth edit (Oxford University Press, 1995) <<https://lib.ui.ac.id/detail.jsp?id=100665>>.

<sup>18</sup> Tarigan Henry Guntur, *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa., 2008).

something, we do all the time to engage with others and maintain positive relationships in society, it indicates that people all around the world are capable of speaking. Speaking is regarded as a natural means of communication in society, used for social behavior formation as well as for the presentation of one's opinions and self.<sup>19</sup> On the other hand, it is described as the capacity to construct phrases in a way that presents diverse behaviors from different social groups.

From the explanations above the researcher deduces that speaking is the process of developing and verbally sharing thoughts or sentiments. Speaking itself is always defined as the capacity to accurately use language to convey meanings in order to transmit or obtain knowledge and information from other people throughout the entire situations.

#### **b. Aspect of Speaking**

Speaking is a skill where ideas are expressed orally, so in order for the listener to comprehend the speaker's idea or meaning, the speaker must complete the speaking aspects. It can be said that when the speaker talk, their messages must be delivered clearly and correctly. Brown claims that there are some aspects for speaking that speakers must fulfilled. It can be used to gauge how effective our speech is. Those aspect are fluency, comprehension, grammar,

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<sup>19</sup> T. Morris, Novia, *Strategy to Improve Students' Ability in Speaking*. (Padang : UNP Padang, 2002).



vocabulary, and pronunciation.<sup>20</sup>

### 1. Fluency

It refers to the ease and fluidity of speech. Fluency is the ease with which a person speaks a language, such as when they think a word will confuse a notion. If a speaker can use the language swiftly and confidently, with no hesitation or artificial pauses, false starts, word searches, etc., they are said to be fluent speakers. A reasonably quick speech rate and few pauses and "ums" or "ers" are indicators of fluency. These indicators show that finding the linguistic elements required to convey the message doesn't require the speaker to spend a lot of time. Because of this, it is expected of a skilled speaker to be able to organize words into meaningful groupings in his or her speech (phrases or sentences).

### 2. Comprehension

Comprehension is requires to understanding something, which is also a necessary skill for speaking since we need to make others comprehend what we are saying when we converse with them.

Speakers who demonstrate comprehension must be aware that the speaker knows the nature of the goal, even though the process is complicated and involves risks.<sup>21</sup> Therefore, it serves to make it easier for the listeners to understand what the speakers are saying

<sup>20</sup>H.Douglas Brown, '[H.\_Douglas\_Brown] Teaching\_by\_Principles,\_Second\_(BookFi.Org).Pdf', *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000, p. 491.

<sup>21</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education, Research Methods in Education*, 2017 <<https://doi.org/10.4324/9781315456539>>.

by making some information simply comprehensible.

### 3. Grammar

Grammar is the study of words and how students use them to form sentences. According to Purpura, grammar is a set of rules that can be applied to create well-formed grammatical statements in a language.<sup>22</sup> Furthermore, grammar can be described as a system of rules for arranging words into the appropriate sentences. It is crucial that the speaker be proficient in grammar in order to arrange words and speak English fluently.

### 4. Vocabulary

Vocabulary is a linguistic basics. It can be found in all linguistic skills. It is crucial because without words, we are unable to express ourselves. The ability to choose words that are acceptable for a given situation and utilize them in speech is known as vocabulary.

It has been demonstrated that the power of words is one of the keys to effective communication. The foundation of language learning is vocabulary. Learners must be familiar with vocabulary, spelling, and word meanings. It will be simpler to express our ideas, emotions, and feelings in writing or spoken form when we have large vocabulary. When we regularly employ the word in spoken language, it becomes familiar.<sup>23</sup> If someone does not know enough

<sup>22</sup> James E. Purpura, 'Assessing Grammar', *The Companion to Language Assessment*, 2013, 100–124 <<https://doi.org/10.1002/9781118411360.wbcla147>>.

<sup>23</sup> Christopher Turk, *Effective Speaking*, 1st Editio (London: Spon Press., 2003).

vocabulary, they cannot express themselves clearly in writing or through spoken communication.

## 5. Pronunciation

One of the key elements that a proficient English speaker uses is pronunciation. Every element of speech, including rhythm, phrasing, intonation, articulation, and, to a lesser extent, gesture, eye contact, and body language, is included in pronunciation.<sup>24</sup> It is also include the vowels, consonants, and intonation pattern as segmental features as well. Because this will make their discourse understandable, it is imperative that the speakers pronounce words clearly. When people pronounce words correctly, their language can be produced more clearly. It addresses the phonological process, which is the branch of grammar made up of the elements

and rules that determine the phonological patterns and variances in a language.

### c. Type of Speaking

There are several type of speaking. among which Brown stated that the types of speaking consist of imitative, intensive, responsive, interactive, and extensive.<sup>25</sup>

1. The first type of speaking is imitative, this category covers

<sup>24</sup> Three Frameworks and Integrated Approach, 'Teaching Pronunciation: A Handbook for Teachers and Trainers Three Frameworks for an Integrated Approach Teaching Pronunciation: A Handbook for Teachers and Trainers © Department of Education Training and Youth Affairs (DETYA) 2 Acknowledgments'.

<sup>25</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco State University, 2004).

practicing intonation and concentrating on certain language form components. This form of speech is typically focused on mimicking spoken words, phrases, or sentences. The development of pronunciation skills is given additional attention.

2. The second types of speaking is intensive. In this speaking exercise, the students are honing their phonological and grammatical skills. Reading aloud can involve several activities such as reading a paragraph, conversing with a companion, reading facts from a chart, and etc.

3. Responsive is the third type of speaking. Being able to respond meaningfully and authentically to questions or comments is what is meant by a responsive speaking performance. It involves interaction and a comprehension test, but only to the extent of

short conversations, polite greetings, straightforward requests, and comments. In this type of brief conversation, the questions and answers are typically adequate and significant.

4. The next is interactive type. This type of speech may involve several individuals and exchanges. Two types of interaction are possible. The first type of conversation is transactional, with the aim of sharing specific information. And the second interpersonal conversation, which aims to preserve a social bond. Slang, humor, and other sociolinguistic conventions are examples of colloquial

language that can be used to make speech more complicated in interpersonal exchanges.

5. The last speaking type is the extensive, this kind of speaking is combines the oral presentation, storytelling, and speech. When speaking in this manner, there is very little chance of the audience engaging in oral conversation. This speaking form uses formal language.

#### **d. Learning Speaking**

Speaking is seen as an essential skill to gauge how well a language is used, particularly when it comes to English. Students should become fluent in speaking English since it is the language that is utilized for communication worldwide. As Abrar said

Speaking is a language process that involves producing, receiving, and processing meaning through words.<sup>26</sup> Furthermore, speaking involves more than just making an oral statement. it also involves delivering it in an oral manner. According to mustafa, Speaking in English is a skill that students must acquire and develop. As a result, it is referred to as oral production, which is something that students must master when learning a language.<sup>27</sup>

<sup>26</sup> Mukhlash Abrar and others, “‘If Our English Isn’t a Language, What Is It?’ Indonesian EFL Student Teachers’ Challenges Speaking English’, *Qualitative Report*, 23.1 (2018), 129–45 <<https://doi.org/10.46743/2160-3715/2018.3013>>.

<sup>27</sup> Elhadi Nasr Elhadi Mustafa, ‘Psychological Factors Affecting Sudanese EFL Learners’ Oral Performance: A Case Study of Sudan University of Science and Technology’, *Applied Linguistics*, 2015, 1–86 <[http://repository.sustech.edu/bitstream/handle/123456789/11003/Psychological Factors Affecting...pdf?sequence=1&isAllowed=y](http://repository.sustech.edu/bitstream/handle/123456789/11003/Psychological%20Factors%20Affecting...pdf?sequence=1&isAllowed=y)>.

In order to learn in English speaking optimally, students are required to have speaking competencies. According to Nunan, teaching speaking in EFL classes is essential for at least three reasons. First of all, speaking exercises offer real-world chances to use the target language swiftly, fluently, and without awkward pause as known as fluency. The second, speaking exercises where students attempt to use all or some of the language could give insight into how well they are developing oral communication skills. And the last, students instinctive and proficient usage of the numerous language parts stored in their brains increases with the number of opportunities they have to activate them.<sup>28</sup>

From the explanation above it can be conclude that learning speaking is the process of developing the capacity to talk fluently in a language. It entails acquiring the abilities required to communicate precisely and concisely while utilizing proper vocabulary, grammar, and pronunciation. And its main purpose is as a communication tool.

## **2. Challenges In Learning Speaking**

For Indonesian learners, speaking English is a difficult language to acquire since it is not a language they use on a daily activity. Even in junior high school, when learning English is a significant subject, the majority of students still lack proficiency. It must be caused by a few

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<sup>28</sup> David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical Language Teaching, Language*, 2003, LVII.

factors. However, there are some challenges faced by the students in learning speaking. It has been explained by Shen in detail, he stated that the challenges in learning speaking there are two aspects those are Linguistic and Psychological.<sup>29</sup>

#### **a. Linguistic Problem**

##### **1. Vocabulary**

Some student may find it difficult to communicate successfully because they have limited range of words in their vocabulary. According to Khan, many students learning English as a second language have difficulties to employ words and expression when speaking, so vocabulary problems arise when someone lacks the necessary vocabulary to communicate and does not know how to put their vocabulary into well-chosen

sentences.<sup>30</sup> This restriction may result from a number of things, including a cognitive challenge, a lack of exposure to a wide vocabulary, or a language learning environment. It may cause problems with exact idea expression and may lead to repetitious language use.

One further vocabulary challenge that students have is having trouble finding the correct words. Despite having a large vocabulary, some student may find it difficult to remember

<sup>29</sup> Shen and Chiu.

<sup>30</sup> Raja Khan and others, 'The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners', *Arab World English Journal*, 9.1 (2018), 406–18  
<<https://doi.org/10.24093/awej/vol9no1.28>>.

and apply the right words in everyday speech. Students may employ terms in sentences that do not make sense in those situations, which could cause misunderstandings. This problem may result from a failure to comprehend word meanings or from trying to use a term that sounds similar but has a different meaning.

## 2. Grammar

The linguistic challenges in speaking also come from the sentence structure. For communication to be effective, sentences must be grammatically correct. According to Harmer, grammar is a description of the principles that determine how sentences are created in language. It is also the study of the various forms of structure that are conceivable in language.<sup>31</sup> It is show that

grammar describes the patterns and forms of language that we employ when communicating. Sentence construction problems, such as misplaced words or missing elements, might affect how clear the message is. Students also struggle to use the proper verb tenses and forms. Variations in verb tenses might cause uncertainty regarding the sequence of events because accurate information cannot be communicated unless the timing of an action is indicated.

Another linguistic challenge arising from issues with

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<sup>31</sup> 'Harmer\_J\_2007\_The\_Practice\_of\_English\_La.Pdf', 2007.



subject verb agreement or other grammatical agreements can give rise to awkward sounding sentences or unexpected meanings. It entails making sure that the grammatical characteristics of a sentence are consistent among its constituent parts. This might be especially difficult for people who are learning a second language.

### 3. Pronunciation

Effective communication requires precise sound articulation. Pronunciation issues can make it difficult for listeners to comprehend the speaker. Sometimes miscommunication occurs when someone speaks with an accent different from the listeners. Its crucial to remember that accents affect how words are pronounced, and those with strong accents

may discover that people, particularly those who are not familiar with them, find it difficult to understand them.

Furthermore, Fulcher states that sound is the external representation of speech. Prior to beginning, the speaker must choose what to say, be able to enunciate it, and produce the audible cues that convey meaning. As a result, speakers of second languages must be able to pronounce words clearly and recognize tone.<sup>32</sup> It is because misunderstandings can also result from mispronouncing particular sounds or from confusing one sound

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<sup>32</sup> Glenn. Fulcher, *Testing Second Language Speaking* (Britain: person Education Limited, 2003).

for another. Since each language has its own unique phonetic characteristics, learning the subtleties of a new collection of sounds can be difficult and an incorrect intonation or pattern of stress can change a sentence's meaning. It can be concluded that pronouncing words incorrectly or emphasizing syllables incorrectly can make communication sound artificial and hinder understanding.

In addition, This is also explained by Ur about the challenges faced by students in speaking. In the theory is including linguistic and psychological problem which will make it easier to analyze the students speaking challenges. There are four challenges mentioned, those are inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue.<sup>33</sup>

#### a. Inhibition

In speaking activities, students typically exhibited when trying to speak in a certain word. In contrast to writing, listening, and reading, speaking calls for some kind of in-person interaction with an audience. It makes students frequently feel uncomfortable attempting to communicate in a foreign language in the classroom. They were anxious about making mistakes, afraid of being judged or looking foolish, or just uncomfortable and shy with the attention their speech would draw.

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<sup>33</sup> Penny Ur, 'A Course in Language Teaching Practice and Theory', 2012, p. 325.

b. Nothing to say

The students cannot think of anything to say because they lack the motivation to communicate verbally. In actuality, student frequently lack confidence and less vocabulary in their ability of speaking. Even when they are not inhibited, students frequently lament that they cannot think of anything to say because they find it challenging to answer when asked to say something in a foreign language by their teachers and they may not know exactly what to say, what vocabulary to use, or how to utilize the grammar appropriately so they don't feel motivated to communicate beyond the sense of what they should be speaking.

c. Low of participation

The students participate relatively little in class discussions, which means they get very limited speaking time. Such as in a large group, only one person can speak at a time so that the others can hear him or her, it is why each student will have very little talking time because the students have not the same opportunity to speak English. The tendency of certain students to dominate while others talk very little or hardly at all exacerbates this problem.

d. Mother tongue use

When some or all of the students in a class speak the same mother tongue, they may find it easier to communicate that way

since it seems awkward to speak to one other in a foreign language and they feel less exposed while speaking in their mother tongue. If they are speaking in small groups, it can be quite challenging to get certain classes, especially the less motivated or disciplined ones, to keep to the target language.

### **b. Psychological Problem**

According to Nakhalah, some difficulties in speaking such as:<sup>34</sup>

#### 1. Fear of mistakes

As many theorists argue, one of the primary reasons why students are reluctant to make mistakes when speaking English in class is that they are afraid of making mistakes. The dread of making mistakes is associated with the worry of criticism and unfavorable assessment. It is also greatly impacted by the worry

that students would face criticism from teachers and laughed at by other students jeers from their peers.

#### 2. Shyness

Shyness is a common emotional problem that many students experience when speaking in front of the class in English. This suggests that shyness may be a contributing factor to problem with students' learning activities in the classroom, particularly when it comes to speaking classes. To ensure that the students give their best speaking performances in the classroom, it

<sup>34</sup> Ahmed Mahmoud Al Nakhalah Maher, 'Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University', *International Journal of Humanities and Social Science Invention*, 5.12 (2016), 96–101 <www.ijhssi.org>.

is crucial to pay attention to this aspect as well.

Accordingly, goes on to note that one of the more prevalent phobias that students face is speaking in front of others, and that sense of shyness causes their minds to wander or causes them to forget what to say. As they claim, their shyness plays a big part in their incapacity to demonstrate their speaking abilities. In other words, students speaking performances are significantly impacted by shyness.

### 3. Anxiety

Anxiety is a feeling of tenseness, trepidation, and nervousness related to language learning. One of the issues that can cause students to feel uncomfortable during a speaking performance is anxiety. According to Horwitz students performance may be impacted by their nervousness when speaking a particular language.<sup>35</sup> It can affect the level of oral language production and give the impression that a person is less fluent than they actually are. In other words, anxiety also influences students in learning language. For this reason, it is also important to pay attention to this learning factor. Educators need to provide a classroom environment that puts students in more comfortable situations when they are engaged in learning activities.

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<sup>35</sup> ELAINE K. HORWITZ, MICHAEL B. HORWITZ, and JOANN COPE, 'Foreign Language Classroom Anxiety', *The Modern Language Journal*, 70.2 (1986), 125–32  
<<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>>.

#### 4. Lack of confident

Lack of confidence occurs when students discover that their discussion partners have misunderstood them or that they are unable to understand the other speaker. It is well known that students who lack confidence in themselves typically become aware of it. In this situation, the students would be prefer to stay silent while others are speaking, this show that the student is not confident in communicating. Students who lack self-confidence in English language skills will experience communication anxiety. This demonstrates that a teacher's emphasis should be focused on helping students become more confident.

#### 5. Lack of Motivation

As mentioned in the literature that student motivation is essential to students learning success in the classroom. It's crucial to pay attention to motivation since it influences students' hesitation to communicate in English. In this way, a crucial factor in assessing how ready students are for communication is motivation. Motivation like inner energy. it will increase the learners interest in their studies regardless of the type of motivation they have. Building students' passion to study is an imperative task for every teacher, as evidenced by the numerous studies that demonstrate students with great motivation to succeed

may continue in their studies and achieve better scores than those with lesser motivation to succeed.

### 3. Solutions In Learning Speaking

In solving speaking challenges, the students should have the strategies to encounter them. Lestari notes that the solution in learning English for the student as follows:<sup>36</sup>

#### 1. Increasing practice

A key strategy for overcoming the difficulties encountered in acquiring English speaking abilities is to practice more. A dynamic learning environment is produced by consistent and deliberate use of spoken English, whether in everyday interactions with classmates, teachers, or language exchange partners. Regular practice improves fluency and gives one more confidence when expressing ideas and thoughts. Good communication skills are further reinforced by adding in-practice activities like role-playing and language lab participation. The key lies in establishing a routine that prioritizes speaking English, making it a habitual and integral part of the learning process. As students immerse themselves in regular practice, they develop a natural flow in their spoken language, overcome inhibitions, and gain the necessary skills for effective verbal communication. The teacher also has an important role in increasing the student speaking practice. It was in one line with

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<sup>36</sup> Lestari, Mahmud, and Salija.

Brown, who states that the teacher has to give opportunities for the students to initiate oral communication by giving opportunities as much as possible to all of the students.<sup>37</sup>

## 2. Mastering more vocabulary

Mastering vocabulary is a crucial aspect of overcoming challenges in learning speaking, as it forms the foundation for effective communication. A rich vocabulary not only allows individuals to express themselves more precisely but also enhances comprehension and overall language fluency. To help student in mastering their vocabulary the teacher can encourage students to read a variety of materials, including books, articles, and blogs. Exposure to diverse vocabulary in context enhances understanding and usage. Incorporate vocabulary-building games and flashcards into study routines. This can make the learning process more enjoyable and effective, especially for visual learners. Another activity to master English which can be done by student are emphasize learning vocabulary in context by using words in sentences or short paragraphs. Understanding how words are used in different situations enhances retention.

## 3. Boosting motivation

Increasing motivation is essential to overcoming obstacles in the speaking skill-learning process. Motivated students are more likely

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<sup>37</sup> Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New.



to practice their language skills actively, stick with it through setbacks, and eventually become more proficient. According to Brown, the main responsibility of the teachers is to provide students with intrinsically motivating strategies that convey the idea that every person is unique and capable of success.<sup>38</sup> Everyone has the chance to introduce themselves in spoken English. assisting them in seeing the advantages and uses of the activity for themselves.

Specific language learning goals can be defined by students, such as speaking in class for a predetermined amount of time, learning a certain number of new words per week, or giving a presentation on a subject. These objectives give students a feeling of direction, making it possible for them to monitor their development and feel proud of themselves. Additionally, recognizing and celebrating small achievements along the way fosters a positive learning environment, reinforcing the idea that improvement is a continuous and rewarding process.

#### 4. Enrolling the Extra class of English

Prinsloo asserts that students differ in their pace of learning and comprehension, with some being especially slow learners. As a result, they require more time to master the material than do quick learners in order to meet their objectives. Thus, the extra English class is a way for the kids to learn more, which will make it easier

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<sup>38</sup> H. Douglas Brown, 'Principles of Language Learning and Teaching Fifth Edition', 2007, pp. 1–410.

for them to comprehend English classes.<sup>39</sup> Enrolling extra English classes provides a focused and organized approach to overcoming speaking difficulties. These extra classes give students access to a dedicated setting where they can get specialized advice, concentrated training, and lots of opportunity for practical experience. In these programs, qualified language teachers may evaluate each student's strengths and shortcomings and provide customized feedback to help with conversational, grammatical, and pronunciation issues. Extra English sessions in a formal context also help students get constant language exposure, which allows them to become fluent in the language and gain confidence through regular interactions. In addition, the companionship among students in these courses creates a helpful environment that motivates students to participate actively in debates and group projects. Overall, by offering an organized and engaging learning environment, taking additional English classes is an additional and useful way to overcome the challenges of learning to speak.

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<sup>39</sup> CH Prinsloo, 'Extra Classes , Extra Marks ?', July, 2008.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach and Type

In this research, the researcher used the qualitative method. The goal of qualitative research is to better understand human or societal events by developing a complete and complex picture that can be communicated verbally, reporting informed opinions, and conducting fieldwork in natural settings.<sup>40</sup> Qualitative research is a technique for producing research that emphasizes analysis and explanation while providing a descriptive explanation of the findings. Mackey and Gass claim that qualitative research is not always carried out as experiments, the data cannot be readily measured, and the analysis is interpretive rather than scientific.<sup>41</sup> Therefore, the researcher decided to use qualitative research because the goal of this research gave a deep description of the challenges and solutions in learning speaking.

This research used qualitative research focused on the case study design. The purpose of the case study design is to deeply investigate and understand a specific phenomenon within its real-life context. In this research, the researcher tried to analyzed the students challenges and solutions in their learning speaking.

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<sup>40</sup> Walidin, W. et al, "Metodologi", 77

<sup>41</sup> M. Gass Alison Mackey & Susan, *Second Language Research Methodology and Design* (LAWRENCE ERLBAUM ASSOCIATES, 2005).

## **B. Research Location**

The researcher provided data sources and data kinds in this section. This description included the kind of data that were gathered, who the informant for the research topic would be, how the data were gathered, and what information was recorded to ensure the accuracy of the data.

This research was conducted in MTs Nurul Mannan Ledokombo Jember. It is chosen based on some considerations, those are the student's passive in learning speaking in the classroom meanwhile the teacher has already made a supported program in improving students speaking skill such as English study club, memories of vocabulary, English daily conversational practice, and public speaking training. This factor certainly attracts the attention of the researcher in conducting this research.

## **C. Research Subjects**

In selecting research informants, researcher used purposive sampling techniques. While the purposive sampling technique according to Sugiyono, is sampling using certain considerations according to the desired criteria to be able to determine the number of samples to be studied.<sup>42</sup>

The subjects of this research that observed by the researcher are the students in the eighth grade of junior high school at MTs Nurul Mannan Ledokombo Jember in the academic year 2023-2024. This class has a total

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<sup>42</sup> Sugiyono, Metode penelitian kuantitatif kualitatif dan R&D(Alfabeta Bandung, 2018), P. 138

of 34 students, consisting of 21 males and 13 females. The researcher chose this class based on the teacher's recommendation during the researchers' interviews with the English teacher at the school. It's because most of the students in this class never got to learn English when they were in elementary school because their school implemented a 2013 curriculum where learning English is not compulsory but a local load. This situation affects students' English language skills. There were 6 students out of 34 students who would be the subjects of this research. They were 3 students active and 3 students passive in learning speaking based on the teacher's recommendation.

#### **D. Data Collection Techniques**

In gathering the data in this research, the researcher used qualitative method that contains descriptions and information about the students' problems and the solutions in learning speaking. The techniques of data collection that the researcher used are qualitative as follow:

##### 1. Observation

In the context of particular environmental concerns, researcher has a significant role. In order to collect comprehensive information and data, study informants were actively interviewed after being closely observed. John defines observation as the process of acquiring data at a research location through people and place observations.<sup>43</sup>

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<sup>43</sup> John W Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (London: Sage publication Inc., 2012). P.213

The instruments of direct observation is included of observation sheets and field notes. The researcher noted how students in the teaching and learning process had challenges in their learning speaking. In this research, the researcher joined the class and observed the learning process. The observation made to obtain data about the factors that cause the challenges in learning speaking and the solutions to those challenges.

## 2. Interview

The most important data collection technique used by a qualitative researcher is the interview. To collect data for this research, the researcher employed a semi structured interview method. The researcher interviewed by asked some questions to the respondent to gain further information. The researcher obtained the information and the data by interviewed the English teacher and also interviewed the eighth grade students in MTs Nurul Mannan as the main object of this research. The researcher took 6 students out of 34 students for interviewed based on their speaking skills, including 3 active students and 3 passive students. The interview is conducted to know the factors that cause challenges in learning speaking and the solutions to students challenges in learning speaking.

## E. Data Analysis

To analyze the data in this research, the researcher used descriptive and qualitative analysis. In this session, the researcher uses Miles,

Huberman, and Saldana theory in analyzing data, which is consist of three current flows of activity, those are data condensation, data display, and conclusion drawing/verification.<sup>44</sup> So, to analyze the data that had been collected through several stages as follows:

### 1. Data Collection

Three approaches are used for collecting data: interviews and observation. All of these types of data have one key aspect in general, the analysis of which depends mainly on the integrative and interpretative skills of the researcher. Interpretation is necessary because the data collected is rarely numerical, the data is rich in detail and lengthy.

### 2. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written up field notes or transcriptions. The researcher interviewed subjects and collected written data on the ground, which led to the conclusion that the data condensation process was attained following those activities. A large amount of data must be categorized and usefully reduced or redesigned in data reduction.<sup>45</sup> In order to give the researcher the research focus they required, the interview transcripts were later organized.

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<sup>44</sup> A. Michael Huberman Matthew B. Miles, *Qualitative Data Analysis: An Expanded Sourcebook* (Sage, 1994). p. 10

<sup>45</sup> Matthew B. Miles.

Data has been reduced to provide a clear description and to make it easier for researcher to collect data and look for what is needed in the future. From the statement above, it can be concluded that data condensation is an element of data analysis that makes the theme more focused, and the researcher only displays the important data so that conclusions can be drawn and verified well. The data reduction was done during the research activities, from the interview. The researcher unwrite the unimportant data from the result of the interview.

### 3. Data Display

The next stages after data reduction is data display. The researcher should display the data that was obtained. Displaying data is a collection of information that is organized and allows to reach a conclusion and take action. The data will be organized and arranged by displaying it. Therefore, it was be simpler to understand. Data from qualitative research may be display as a flowchart, draft, or brief summary. From the data display, we can understand what's happening and what we should do based on our understanding that we get from the display data.

In this step, the researcher displayed the data about students challenges in learning speaking at MTs Nurul Mannan. The data was obtained from activity observations and interviews. From the display of the data, the researcher can draw the conclusion necessary to answer all of the research questions in this research.



#### 4. Drawing Conclusions

The last phase in data analysis is drawing conclusions and completing the verification process. The researcher draws conclusions in this case from the outset. The researcher gathers data by looking for understanding that lacks patterns, nothing the regularity of explanations, and the flow of cause and effect. Drawing conclusions entails taking a step back to consider what the analyzed data mean and how they relate to the questions. The data would be drawn by the researcher after it had been described and interpreted. The used of reinforcement was written in the data displayed in this study. The data displayed is further analyzed to involve the conclusions in the form of a description. After describing and interpreting the data, the researcher analyzed it. The researcher interprets the data and then draws conclusions. Thus, the researcher got a conclusion about the students challenges in learning speaking at MTs Nurul Mannan.

#### **F. Data Validity**

Data validity can be verified by triangulation. Data triangulation is the process of double-checking data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.<sup>45</sup> Following are some examples of valid data used in this study:

##### 1. Sources triangulation.

By comparing the data that has been gathered from several sources, triangulation with sources verifies the veracity of the data.

The researcher will compare and check the credibility of the information found in observed the classroom, analyze with the interviewed that done by the researcher with the teacher and also the students, and last the researcher compare the data taken from the interview between the teacher and the students.

## 2. Technical triangulation.

Technical triangulation is the application of a number of data disclosure techniques to the data source. By using two separate approaches to verify the same source's data, the researcher may determine whether the data is reliable. the researcher will check the credibility of the research and the data resources by using several data collection techniques and analyzing them using the same method. In this research the researcher will compare the data taken from the result of interview and observation.

## **G. Research Stages**

The researcher will give a summary of the phases of the research at this point. the pre-research phase, the field phase, and the data analysis phase. These are the specific details explained:

### A. Pre-field stage

The stage that was completed before to performing the research is known as the pre-field stage. Pre-field stage activities include the following:

a. Develop research designs

The title of the study, the justifications for the research, the study's focus, its purpose, its advantages, its subject, and its methodology are all established by the researcher when creating this plan.

b. Choose a place of research

The researcher first chooses the site for the investigation while completing the design. MTs Nurul Mannan Jember was selected as the study's research site.

c. Permit processing

The researcher must obtain approval in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember before beginning any research by submitting a request for a research permit to the institution of choice.

d. Assess the state of the field

After receiving permission, the researcher set out to investigate and evaluate the area in order to better understand the context of the research object and all the factors that would be studied, with the goal of facilitating the collection of data.

e. Prepare research equipment's

After everything is ready, the researcher prepares the study's necessary tools before heading out into the field. This includes making the list of interview questions, observation logs, notebooks, papers, and other materials.

## B. Field Stage

When conducting in the field stage, researcher need to be aware of a number of requirements, including understanding the local environment and dressing appropriately for the surroundings. Act impartially, take part in activities involving the subject in close proximity, decide how research should be distributed, and be engaged in data collecting.

## C. Data Analysis Stages.

This stage is the analysis of the obtained data. Since the data are complex, researcher must concentrate on them and determine which ones should be kept and which ones should be eliminated. There are three stages to data analysis: data reduction, data display, and conclusion/verification.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSIONS

#### A. The Description of The Object

##### 1. The History of MTs Nurul Mannan

In 1985, Nurul Mannan Boarding School was established in Sukogidri, Ledokombo, Jember by K.H. Muhammad Nurul Ar-Ridlo bin Abdul Mannan, the only son of H. Abdul Mannan and Hj. Nurul Musrifatul. The name of the boarding school was derived from the combined names of his parents as a way to honor and remember them, recognizing their tireless efforts to provide him with an education. As a result, K.H. Muhammad Nurul Ar-Ridlo bin Abdul Mannan had the opportunity to study abroad in Egypt, where his memorization of the holy verses of the Qur'an enabled him to further his education. His parents aspired for their son to acquire beneficial and blessed knowledge, which could be useful to the surrounding community and provide assistance to those less fortunate, particularly in pursuing higher education.

Initially, Nurul Mannan boarding school focused on programs such as Kitab Kuning, Tahfizhul Qur'an, and Madrasah Diniyah. In 1989, they established Madrasah Ibtida'iyah Nurul Mannan to the north of the boarding school. In 1995, they further expanded by founding Madrasah Tsanawiyah Nurul Mannan to the east of the pesantren, aiming to

develop the institution and facilitate access to education for the community.

In 2010, the pesantren continued its expansion by establishing a higher-level institution, Nurul Mannan Vocational High School (SMK), with two initial programs: Computer and Network Engineering, and Business Management, the latter introduced three years after the former. Driven by the commitment and responsibility of K.H. Muhammad Nurul Ar-Ridlo bin Abdul Mannan, MTs and SMK Nurul Mannan Sukogidri Ledokombo Jember have consistently engaged in evaluation, improvement, and innovation to advance the institution and help students achieve their dreams.

Additionally, in 2020, Nurul Mannan boarding school introduced the English program as part of initiatives to improve the English language skills of religious pupils who are also students. This program is designed to develop English skills especially speaking through various interactive activities such as additional classes and discussions. Through a supportive and practice-oriented environment, students can gain more confidence in speaking, increase their vocabulary, and improve their pronunciation. Apart from that, the English program also helps students to be better prepared to face global challenges in the future with better communication skills in English.

## 2. School Profile

- a. School Name: MTs. NURUL MANNAN
- b. NPSN: 20581506
- c. Accreditation: B
- d. Foundation: Yayasan Pendidikan Islam Nurul Mannan
- e. Address: Jl. Pasar Jumat No.2 Sumberangka
- f. Sub-district: Sukogidri
- g. District: Ledokombo
- h. Regency: Jember
- i. Province: Jawa Timur
- j. Telephone: 082233247155
- k. Email: mtsnurulmannan@gmail.com

## 3. Vision and Mission of MTs Nurul Mannan

Vision: To Develop a Generation that is Accomplished and Virtuous

Mission:

1. To foster an appreciation of religious teachings, culture, and ethics as sources of wisdom in actions.
2. To provide educational services to all segments of society with a focus on alleviating poverty through education.
3. To train and empower students to be creative, independent, disciplined, and confident by developing their innovative abilities.

4. To nurture the potential of children in sports and the arts.
5. To cultivate a culture of quality among all school members.

## **B. Research Findings and Data Analysis**

In this section, the researcher presented the data from result of the research to answering the problem statements that formulated before. The data were presented based on the observation in the classroom and interview with the informant. The research findings consisted of two main points based on the research questions stated in the Chapter 1. The first research question identified about the challenges in learning speaking faced by the 8<sup>th</sup> Grade students of MTs Nurul Mannan and the second question focused on students' potential solutions to overcome the challenges in learning speaking. The result showed in the following data:

### **1. The students' challenges in learning speaking for the 8<sup>th</sup> grade students of MTs Nurul Mannan Jember**

In the field, after the researcher observed the learning process, method and learning model applied by the teacher in the classroom, the researcher found that there were some challenges or difficulties faced by the students in their learning speaking activities, and those challenges is dealing with their Linguistic problems (*pronunciation, grammar, vocabulary*) and psychological problems (*fear of making mistakes, shyness, lack of confidence, low motivation*). Here was the explanation of students' challenges in learning speaking found by the researcher in the 8<sup>th</sup> class of MTs Nurul Mannan Jember:



## a. Linguistic Problems (*Pronunciation, Grammar, Vocabulary*)

### a) *Pronunciation*

In the speaking activities what needs to be concerned is pronunciation. Based on the observations from learning activities in the 8th grade at MTs Nurul Mannan showed that the researcher found frequent pronunciation issues in the students' speaking activities. Students often struggled with pronouncing English words correctly. Furthermore, a lot of students struggled to control the appropriate intonation and emphasis of words, which makes their speech sound flat or overemphasize and obscures the message. In addition, many students are bringing patterns of pronunciation from their mother tongue into English. Like adding vocals at the end of words that shouldn't have vocals, like "big"

pronounced "big-ee". They also pronounced the words are like the way how it written.<sup>46</sup>

This situation was supported by the explanation of student 1

"I'm often confused about how to emphasize words in sentences. Sometimes the teacher exemplifies how to pronounce it, but I'm still confused when practicing it. Like when there's a word that sounds almost the same."<sup>47</sup>

However, student 4 added

"At home, I rarely use English because my environment doesn't speak it. So, I only practice in class, which makes me feel stiff when pronouncing words in English."<sup>48</sup>

<sup>46</sup> Observation on May 18<sup>th</sup> 2024

<sup>47</sup> Student 1, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>48</sup> Student 4, *interview*, Ledokombo May 20<sup>th</sup> 2024

Meanwhile the students 5 also said:

“Pronunciation is the most difficult thing for me in speaking. Because I'm not familiar to the pronunciation which is often different from the writing, that's why I tend to pronounce the sentences according to the writing.”<sup>49</sup>

This situation was confirmed by the teacher interviewed, she said:

"Many students have expressed to me that they feel confused about the rules of intonation and word stress. Additionally, students often struggle with pronouncing phonemes that do not exist in their mother tongue, such as the /θ/ sound in 'think' and the /ð/ sound in 'this'. As a result, when they learn to speak in the classroom, the words that come out of their mouths follow the words of their mother tongue. They often pronounced the word same as the written form".<sup>50</sup>

Based on the result of observation and interview explanation above, the researcher knew that students had difficulty in their learning pronunciation cause writing and speaking are two distinct things, the students find it difficult to pronounce English words correctly. As previously explained, this may also be influenced by the dialect of their regional language so that the way they pronounce English words or sentences is still difficult to understand properly.

#### b) *Grammar*

In English, grammar is the most crucial part to learn.

Especially in speaking, most of the difficulties that students have

<sup>49</sup> Student 5, interview, Ledokombo May 20<sup>th</sup> 2024

<sup>50</sup> Teacher, *interview*, Ledokombo May 18<sup>th</sup> 2024

are related to the grammar aspect. This is evidenced by the results of observations conducted by the researcher, were having trouble with grammar at the moment they were expressing a sentence in English. Because they are still confused about which words to use or how to arrange words to talk, students find it difficult to communicate in English. The researcher discovered that students frequently translate straight from Indonesian to English, producing sentence structures that do not conform to English grammatical rules. For example, when a student was asked by the teacher, "Do you like animal stories?" the student replies, "Yes, I am very like it," instead of saying, "Yes, I like it very much." Some students also speak Indonesian when asked by the teacher. Another example likes "at my house, I has kucing" instead of saying "I have kucing".<sup>51</sup>

Furthermore, the student's statement in the interview supporting the observation result mentioned as follows:

Students 4

"I often struggle to interpret its meaning, which is why I find it difficult to string words together when the teacher asks me to speak in English. That's why I often translate it word by word and it impact to my grammatical structure."<sup>52</sup>

It was also supported by students 2

"I feel nervous when speaking, and often it makes me forget the grammar rules. Moreover, grammar is confusing

<sup>51</sup> Observation on May 16<sup>th</sup> 2024

<sup>52</sup> Student 4, *Interview*, Ledokombo May 20<sup>th</sup> 2024

because it's different from Indonesian. For example, the use of 'have' and 'has' is something I still often get wrong. Because those words have the same meaning, that is "memiliki/mempunyai".<sup>53</sup>

It was also explained by Student 3 as follows

"I find grammar difficult because I don't understand the grammatical pattern such as how to add s/es in the use of verb 1 in describing animals. So, when implementing it in speaking it's very difficult for me."<sup>54</sup>

Additionally, the teacher added

"There is a significant reliance on the students' mother tongue. They frequently translate directly without understanding the structural distinctions between English and Indonesian, which leads to statements that do not adhere the grammatical rules. However, some students appear to comprehend grammatical rules theoretically but find it difficult to regularly use them in their speaking practice."<sup>55</sup>

The results of the observation and interview above indicate that students had English speaking difficulties because of lacks of grammar. Students found it difficult to arrange the words or sentences with the correct grammar when speaking.

### c) *Vocabulary*

To be proficient in speaking English, one needs possess a strong vocabulary. Vocabulary is a fundamental and essential part of the language learning process, including English. The lack of English vocabulary among students made it difficult for them to

<sup>53</sup> Student 2, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>54</sup> Student 3, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>55</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024

practice speaking in front of the class and participating in discussion activities to develop their speech abilities.

Throughout the observation process, the researcher found that a large number of students did not have a dictionary to aid their learning process in finding the meaning of words. As a result, when the teacher asked them on specific words, a lot of them were confused. For example, Subject 3 was asked a question regarding of word “nocturnal animals” by the teacher, but she was unable to answer because she was unfamiliar with the meaning of those words. Additionally, students found it difficult to communicate when students were asked to come forward and explain their favorite animals, because they were not familiar with the vocabulary they planned to use.<sup>56</sup>

This finding was supported by the interview result which stated

Students 1:

"I actually want to talk when the teacher asks me what my favourite animal is, but because I don't know the English, I'm quiet."<sup>57</sup>

Students 3 also added:

"Sometimes when asked to step forward by the teacher, I know what I want to say in Indonesian, but I'm not sure when to convey it in English. It is why I'm frequently stop in the middle of a discussion."<sup>58</sup>

<sup>56</sup> Observation on May 18<sup>th</sup> 2024

<sup>57</sup> Student 1, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>58</sup> Student 3, *Interview*, Ledokombo May 20<sup>th</sup> 2024

It is also supported by students 6

“My main difficulty is remembering vocabulary. Sometimes when my teacher asks about the meaning of words, I often still ask to my friends or open my dictionary.”<sup>59</sup>

The statements made by the students are also supported by the teacher, who stated:

“Usually, students here are difficult to answer my question in English. Actually, they want to answer it but the limitation of vocabularies that they had impact to their ability in speaking English.”<sup>60</sup>

Based on the result of observation and interview presented above it could be known that most of them had difficulties in vocabulary. Limited vocabulary often hinders their ability to express thoughts and ideas clearly and precisely. Students with limited vocabulary will find it difficult to follow and participate in class discussions, explain concepts, or provide their opinions in detail. This can reduce their confidence in speaking and contribute to a tendency to use the same words repeatedly or rely on basic vocabulary, which in turn limits the development of their speaking abilities.

**b. Psychological Problems (*Fear of making mistakes, Shyness, Anxiety, Lack of confidence, Low motivation*)**

a) *Fear of making mistakes*

In the next observation, the teacher asked the students to

<sup>59</sup> Student 6, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>60</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024

talk about their favorite animal as part of the assigned task related to the material. When the students presented their task in front of their friends, the researcher observed that many students hesitated to speak in English due to fear of making grammar or pronunciation mistakes. Consequently, some of them presented their tasks quietly and with a slow voice.<sup>61</sup>

The result of the observations above was also strengthened through interviews as follows:

Student 3 was explained:

"I'm afraid of making mistakes. My friends often laugh when someone says something wrong. So, I often hesitate to speak."<sup>62</sup>

Student 4 said something similar as well:

"I feel very nervous and lack confidence. I'm afraid that my teacher or my friends will criticize me if I make a mistake."<sup>63</sup>

it was also strengthened by student 5

"Actually, I know my friends and teachers didn't really mind about my mistakes, but the feeling of fear was still there. Sometimes, there are friends who joke about my mistakes, even though they don't mean it, but it's make me afraid to make a mistake."<sup>64</sup>

From the statements of the three students above, the teacher also added:

"Most students are afraid of making mistakes, and this makes them hesitant to speak. I try to provide support, but

<sup>61</sup> Observation on 18<sup>th</sup> May 2024

<sup>62</sup> Student 3, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>63</sup> Student 4, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>64</sup> Student 5, *Interview*, Ledokombo May 20<sup>th</sup> 2024

some students are still very fearful."<sup>65</sup>

Based on the observations and interviews above, it reveals a common challenge among students in speaking English, characterized by a fear of making mistakes. This fear often leads to hesitation and lack of confidence when speaking in front of their friends or the teacher, as evidenced by the observed reluctance to speak during a task-related activity. Students express concerns about being laughed at or criticized for their mistakes, which makes them even more afraid and less inclined to engage fully in speaking exercises.

b) *Shyness*

Apart from being afraid of making mistakes, the students also felt shy. At the beginning of the lesson, when the teacher greeted the students in English, the researcher observed that some students only smiled and then spoke in a low voice. This continued during classroom activities when the teacher asked them to explain their tasks. This shyness was evident when some students refused the teacher to come forward to explain. They felt unconfident since they rarely used English in their daily life. They were not familiar with English and still felt weird when they have to speak in English so, they often laughed when looking at

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<sup>65</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024



their friend or even themselves talking English.<sup>66</sup>

These observations were strengthened by their statements during the interview,

Student 1 explained

"I often feel embarrassed because I'm afraid my voice sounds bad or I might say something that will follow my mother tongue accent not native speaker, so my friends might laugh at me."<sup>67</sup>

Student 2 also added

"I am afraid that I will speak convolutedly and not being able to answer questions from my friends or teachers. I worry they will think I am stupid, which could make me feel embarrassed."<sup>68</sup>

It also strengthened by student 4

"I felt very shy when practicing speaking with my teacher, this is because I am not confident in my abilities."<sup>69</sup>

From the statements of those students, the teacher also added:

"The main challenge I see is shyness. When they want delivered, they speech, they fear that their friends will extort them, which will cause them to become ashamed."<sup>70</sup>

From the observations and interviews above, the researcher notes that feelings of shy significantly hinder students' active participation in speaking activities, it lead to anxiety and lack of

<sup>66</sup> Observation on 16<sup>th</sup> May 2024

<sup>67</sup> Student 1, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>68</sup> Student 2, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>69</sup> Student 4, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>70</sup> Teacher 3, *Interview*, Ledokombo May 18<sup>th</sup> 2024

confidence. These challenges encompass difficulties in initiating conversations, fear of making mistakes, and feeling pressure from social environments.

c) *Lack of confidence*

Self-confidence plays a crucial role in enhancing the ability to socialize and communicate effectively. This is reinforced by observational findings indicating a strong correlation between self-confidence and English speaking proficiency. The observation shows that when the teacher asked one of the students to practice the material in front of the class, most of the students lacked the confidence to speak English. However, one student confidently stepped forward despite having a limited vocabulary. This student bravely tried, and with the teacher's help, learned new words when she didn't know one. Meanwhile, the other students remained unconfident in their abilities, which hindered their learning process in speaking.<sup>71</sup>

Based on the interview with the student 5, she explained

"I often feel insecure because I'm not used to it yet, so I just don't feel confident when asked to speak in front of a large audience."<sup>72</sup>

It was also explained by student 1 as follows:

"If I talk to someone whose English is good, or if I speak in front of a lot of people, I tend to get nervous and feel not

<sup>71</sup> Observation on May 18<sup>th</sup> 2024

<sup>72</sup> Student 5, *Interview*, Ledokombo May 20<sup>th</sup> 2024

confidence. But if I don't try, I'll never be able to do it."<sup>73</sup>

Student 6 added:

"I'm not confident in my abilities so I never up my hand when my teacher asked who will practice English in front others."<sup>74</sup>

It was supported by the teacher as follows:

"Students lost confidence in their ability to speak English in front of their friends because they believed they were not proficient in speaking English."<sup>75</sup>

From the result of observation and interview above, the researcher can draw the conclusion that students find it difficult to speak in English because of a lack of confidence and afraid of making mistakes when they practice speaking in front of their friends. And they don't believe in the abilities they have.

#### d) *Low motivation*

The most recent psychological problem observed is low motivation. Based on observation, students appeared less interested in learning to speak, as evidenced by their minimal active participation and discomfort during the lesson. Most of the students appear passive, reluctant to speak, and tend to listen to the teacher more. When the teacher asks questions, many students seem hesitant and take a long time to respond. Some students also often look out of the classroom or distract themselves with other

<sup>73</sup> Student 1, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>74</sup> Student 6, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>75</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024

things, indicating a lack of interest.<sup>76</sup>

This observation is strengthened by the student's interview, they explained as follows:

Student 3

"I don't really like speaking lessons. I feel like the material boring and uninteresting. Sometimes the teacher only focuses on the students who can answer and also maybe this is because of my limited vocabulary knowledge."<sup>77</sup>

It was supported by student 6 as follow:

"For me, the classroom environment has an impact because many of my classmates are not very enthusiastic, so I end up feeling the same way."<sup>78</sup>

Student 5 also added:

"I don't like English, so when come to the learning speaking activities I felt less interested and ended up bored."<sup>79</sup>

It was strengthened by the teacher as follow:

"I've attempted to encourage the students by giving reward, but the response from the students is still not as enthusiastic. Perhaps this is due to their environment not being supportive enough."<sup>80</sup>

From the results of the observations and interviews above, researcher can see that students' learning motivation also influences their learning speaking. Many students seem less interested in learning to speak, because they feel uncomfortable during lessons unsupportive classroom environment. This makes

<sup>76</sup> Observation on 16<sup>th</sup> May 2024

<sup>77</sup> Student 3, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>78</sup> Student 6, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>79</sup> Student 5, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>80</sup> Teacher, *Interview*, Ledokombo May 20<sup>th</sup> 2024

the majority of students tend to be passive, reluctant to speak, and prefer to listen to the teacher.

## **2. The students' solutions to overcome the challenges in learning speaking**

Every student genuinely believed that speaking is a key component of learning English and its very important lesson for them to acquire. These student perspectives should have influenced the other students' willingness to join the class well. In this section was to answer the second question of problem formulation about the solution to overcome the students' challenges in learning speaking. Many different solutions can contribute to overcome the challenges and based on the observation and interview conducted by the researcher, those solution related to brown theory which is include increasing practice, mastering more vocabularie, boosting motivation, and enrolling in extra English classes.

And the result will be displayed as follow:

### **a. Increasing Practice**

From the observation results, it shows that students who consistently took the time to practice speaking have better abilities in overcoming challenges in learning to speak. They seem more confident in expressing their opinions and ideas in English. This is demonstrated by the students who actively participate in speaking activity in class. they are seem studying and practice in pairs and correcting each other in their speaking. Despite having limited

vocabulary, they attempt to continue practicing speaking when their teacher asks them to explain. Even though the teacher ultimately helped them when they were unable to talk, they learned with that and as a result, their speaking abilities better than the others' who just stay in silent. In addition, they used various sentence structures and used various vocabularies in their learning speaking activities.<sup>81</sup>

The data from the observation above is supported by the students interviews with who were active in speaking practice which also stated similar findings. As follows:

#### Student 1

"I think speaking practice is very important. At first, I found it difficult to express my opinion in English, but since I started regularly practicing speaking with the help of my teacher, I feel more prepared and confident when asked by my teacher to speak in front of the class., like when she asked me to explain about my favourite animal in front of my class."<sup>82</sup>

Student 2 also added:

"I think practicing speaking is very helpful. I was unable to speak in English before, but because I practiced by constantly trying to answer my teacher questions in my class, my ability was better than before."<sup>83</sup>

It also supported by student 3

"I always learn to practice what my teacher teaches with my friends, we correct each other according to the directions my teacher gives, and that really helps me improve my

<sup>81</sup> Observation on 16<sup>th</sup> May 2024

<sup>82</sup> Student 1, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>83</sup> Student 2, *Interview*, Ledokombo May 20<sup>th</sup> 2024

speaking exactly in my pronunciation and vocabulary."<sup>84</sup>

Their statement was strengthened by the teacher as follow:

"Speaking practice is very important because it helps students to develop their communication skills. In the class, usually I keep trying to encourage my students to communicate using English and thank God their English is getting better and they are becoming more confident in using English when I asked them again in the next meeting."<sup>85</sup>

Based on the data from observation and interview above, the researcher can conclude that students who are active in speaking practice have an improvement in their speaking abilities and feel more confident in using English in communicative situations. and through speaking practice is one effective solution for students in overcoming challenges in their speaking learning especially in their pronunciation and vocabulary mastery and it can make student more confident in conveyed their English speaking because they have practice before.

#### **b. Mastering More Vocabulary**

The next solution for students is mastering more vocabulary. Mastering more vocabulary enhances students' confidence in speaking and allows them to express their ideas more clearly and effectively. It is strengthened based on the findings of the observation, in the classroom activities before the students

<sup>84</sup> Student 3, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>85</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024

practice by their self, the teacher gave a list of vocabulary that related to the material then practice it together repeatedly until the student seem familiar with the vocabulary. From those activities the researcher found that students who possess a more extensive vocabulary knowledge tend to be more confident in speaking English. It is because they are able to use various words and phrases correctly in explaining their assignments, so they are able to express their ideas better in front of their friends. The students who have more knowledge in vocabulary also appear to be more active in participating in class discussions and other speaking activities.<sup>86</sup>

This was confirmed by student 2 in his interview as follows:

"I think from me, my solution might be to increase my vocabulary mastery because when I have a large vocabulary that I can use, I feel more ease in doing my assignments in English."<sup>87</sup>

Student 4 also added:

"Every time my teacher translates a new vocab for each lesson, I always write it down in my book. Sometimes I even memorize it. So, when the teacher asks me about the meaning again, I already know what it means and I don't need to open the dictionary again."<sup>88</sup>

<sup>86</sup> Observation on 18<sup>th</sup> May 2024

<sup>87</sup> Student 2, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>88</sup> Student 3, *Interview*, Ledokombo May 20<sup>th</sup> 2024



It is also supported by student 5:

"I really feel helped by the vocabulary listed by the teacher before starting to discuss the material, it really helps me when there is an assignment from the teacher because I will be familiar with the words."<sup>89</sup>

This statement was strengthened by the teacher who stated as follows:

"As a teacher, I always encourage my students to explore more texts in English. I also often provide a list of vocabulary that is relevant to our learning topic. So when I give my students assignments they are already familiar with those words."<sup>90</sup>

From the data between the observation and interview, it can be concluded that vocabulary mastery is an important factor in learning speaking. From a linguistic perspective, student with a wide vocabulary can choose words that are acceptable and varied, which improves the clarity and complexity of their expressions. This also improves pronunciation, as students are more familiar with the structure and sounds of different words. And from a psychological perspective, students who have a larger vocabulary tend to be more confident and less nervous when they talk. Students are more willing to talk and are less afraid of making mistakes when they don't feel limited by a lack of vocabulary. This increased self-confidence helps them be more courageous in facing

<sup>89</sup> Student 5, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>90</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024

speaking challenges in a variety of situations, creating a more positive learning environment and supporting the development of overall speaking skills.

### c. **Boosting Motivation**

The next is boosting motivation, the researcher knew that the results of observations show that the level of students' motivation has a significant impact on their ability to learn speaking. Students who have a high level of motivation tend to be more active in learning and look for opportunities to practice speaking English in class, such as enthusiastically participating in teacher conversations in English and actively asking about the meaning of words they don't know. Students who have motivation will even come forward when the teacher asks them to explain

even though the grammatical placement of their speaking is still wrong. As a result, their proactive attitude helps other students in creating a classroom atmosphere that supports speaking practice.<sup>91</sup>

As a quoted in the interview, the student confirmed as follows:

Student 2

"I feel more motivated when I see progress in my abilities to speak, and it makes me want to continue learning and improving my speaking skills."<sup>92</sup>

<sup>91</sup> Observation on 16<sup>th</sup> May 2024

<sup>92</sup> Student 2, *Interview*, Ledokombo May 20<sup>th</sup> 2024

Students 5 also added:

"I agree with it, I feel that the more I practice, the more motivated I am to continue improving my speaking skills. And sometimes when I saw that my friend can answer my teacher question, I was motivated to practice more my speaking skill so I can answer my teacher question to."<sup>93</sup>

Student 4 added:

"My teacher sometimes give rewards for us if we can answer the questions or delivered the questions, so I was motivated to learning speaking more"<sup>94</sup>

Then the Teacher also strengthened it in his statement:

"As a teacher, motivation is very important. I try to provide positive encouragement and reinforcement to students who are trying to improve their speaking skills. I also create a supportive classroom atmosphere such as play a game, watching movie and others which will make students feel comfortable speaking and expressing in English and not stressed in learning to speak."<sup>95</sup>

From this data, the researcher can conclude that high motivation plays a key role in improving students' speaking skills in English. Motivated students tend to be more active in looking for opportunities to practice speaking. By boosting motivation the student were expected to be having high motivation which can encourages them to practice pronunciation more actively, improve grammar, and expand more vocabulary. Motivated students are more likely to dare to try and practice speaking, consider mistakes

<sup>93</sup> Student 5, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>94</sup> Student 4, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>95</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024

as part of the learning process, and actively look for ways to improve themselves. Thus, increasing motivation not only strengthens the technical aspects of language but also builds a positive and resilient mental attitude such as fear of making mistakes and lack of confidence in facing speaking challenges.

#### **d. Enrolling The Extra Class**

The observation results show that the final solution in improving students' speaking learning is to take additional classes. Researcher found that students who took the extra classes outside the classroom, in their speaking learning showed significant improvements in several areas of speaking skills, especially in word pronunciation, appropriate use of grammar, and the ability to construct appropriate words. They also tend to be more active in class participation and more confident when speaking in front of their friends, as they had more practice in English when they attended the extra class.<sup>96</sup>

The following interviews with two students who took an extra class in speaking learning reveal their experiences:

Student 1 stated

"I took an extra English class at school, even though I had to give up my home time, I felt that taking these additional

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<sup>96</sup> Observation on 16<sup>th</sup> & 18<sup>th</sup> May 2024

classes really helped me improve my English skills specially in speaking."<sup>97</sup>

Student 2 also added:

"I also took this extra class. At first I was just invited, but over time I felt great benefits from it. There we learned a lot of new things that we didn't learn in the regular class. That's made me braver to answer when Mrs. fifah ask to me in English in the classroom."<sup>98</sup>

Student 3 also supported:

"Before taking an extra class, I often felt insecure and afraid of making mistakes when speaking. But after taking the class, I felt more confident and able to speak more fluently. Because in extracurricular classes, we practice a lot of conversation and role-play, so I am more comfortable to speak English."

This was also supported by the teacher who stated:

" I observed really encouraging growth in the students who took the extra classes. They seemed more motivated and eager to learn, and their speaking skills improved quickly. I believe that these extra classes gave them additional opportunities to practice and improve their speaking skills even more effective."<sup>99</sup>

From the results of these observation and interview, it appeared that taking additional classes in learning speaking can be an effective solution for students to overcome challenges in their speaking abilities. By enrolling an extra class it was expected to help student to provide intensive practice in pronunciation,

<sup>97</sup> Student 1, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>98</sup> Student 2, *Interview*, Ledokombo May 20<sup>th</sup> 2024

<sup>99</sup> Teacher, *Interview*, Ledokombo May 18<sup>th</sup> 2024

grammar, and vocabulary expansion, which are essential for clear and effective communication. From a psychological perspective, joining an extra class are also expected to help student in overcoming lack of self-confidence, shyness, anxiety and fear of making mistakes. Students who practice frequently in a supportive and pressure-free environment feel more comfortable and motivated to speak. That way, they can more easily overcome emotional obstacles and become more confident and competent speakers. They have more time to practice speaking under more intensive teacher guidance and get immediate feedback on their progress. These students also tend to be more motivated because they feel more involved in the learning process.

### **C. Discussions**

In this section, the researcher discussed the research finding covering the students challenges and solutions in learning speaking. After categorizing the data from observation and interview, the researcher concluded that the student in the 8<sup>th</sup> Grade of MTs Nurul Mannan faced difficulty in their learning speaking. In this research, the researcher tried to analyze the students challenges that usually considered as the student difficulties in learning speaking and solutions to overcome those challenges by comprehending their difficulties from the observation and from the result of the interview from the students and teacher. The details of discussion explained as follows:

## 1. The students' challenges in learning speaking for the 8<sup>th</sup> grade students of MTs Nurul Mannan Jember

In the research, the researcher tried to analyze the students challenges in learning speaking, the researcher used Shen's theory. He said that there were two challenges in student learning speaking that are linguistics and psychology. The three categories of Linguistics issues include pronunciation, grammar, and vocabulary then psychological problems are consist of fear of making mistakes, shyness, lack of confidence, and low motivation. Additionally, In MTs Nurul Mannan, the researcher found the same challenges that faced by the students in their learning speaking. There were linguistics and psychological as follow:

### 1. Linguistic Problems

#### 1) Pronunciation

One of the biggest obstacles to learning to speak English is pronunciation since bad pronunciation can lead to miscommunication and hinder effective communication.<sup>100</sup>

Based on the data observation and interview that I explained in the finding, it could be concluded that many eight grade students of MTs Nurul Mannan struggle with pronunciation, frequently making errors influenced by their mother tongue.

<sup>100</sup> Sholeh, A., & Muhaji, U. (2015). PRONUNCIATION DIFFICULTIES ENCOUNTERED BY EFL STUDENTS IN INDONESIA: SEBUAH STUDI KASUS PADA MAHASISWA KELAS INTEGRATED COURSE SEMESTER 1 FKIP BAHASA INGGRIS UNIVERSITAS KANJURUHAN MALANG. *Jurnal Inspirasi Pendidikan*, 5(2), 698–707. <https://doi.org/10.21067/jip.v5i2.807>

They often transfer pronunciation patterns from their mother tongue into English, leading to errors such as adding unnecessary vowels to the ends of words. That situation happened because the largely due to limited practice and a lack of exposure to English outside the classroom.

This is in line with Shen's theory which emphasize the importance of phonological awareness and exposure in second language acquisition. Besides that, frequent exposure and practice in the target language are crucial for developing accurate pronunciation.<sup>101</sup> This aligns with the students' reports of limited practice outside the classroom contributing to student difficulties in producing pronunciation.

## 2) Grammar

Based on the finding of the present data from observation and interview. The analysis of student performance and feedback highlights significant challenges with English grammar in speaking exercises. Many students frequently struggle to construct grammatically correct sentences, often translating directly from Indonesian, which leads to the grammatical error. This situation indicating confusion and nervousness about grammar rules, and difficulties with elements such as the use of "have" and "has".

<sup>101</sup> Ming-yueh Shen, 'EFL Learners' English Speaking Difficulties and Strategy Use', (2019).



This aligns with the theoretical framework proposed by Shen, which emphasizes the distinction between theoretical knowledge and practical application in language learning. According to Shen, learners often understand grammatical rules but face challenges in integrating this knowledge into practice their spontaneous speech.<sup>102</sup>

### 3) Vocabulary

The observation and interview results highlight significant challenges in students' vocabulary acquisition and its impact on their speaking abilities. It was noted that many students lacked access to dictionaries, making it difficult for them to find word meanings and respond to teachers' questions. Additionally, students had difficulty communicating when asked to describe their favorite animals, reflecting their limited vocabulary. Almost all of the students said the vocabulary in the English language was very difficult. It caused they had low knowledge of vocabulary, which impact to their ability in memorizing vocabularies low.

This issue related to Shen's theory, which emphasizes the importance of vocabulary as a fundamental component of language proficiency. According to Shen, mastering vocabulary is essential for effective communication and

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<sup>102</sup> Ming-yueh Shen, 'EFL Learners' English Speaking Difficulties and Strategy Use', (2019).

language use.<sup>103</sup> The observed difficulties and assessment results confirm that without a strong vocabulary, students struggle to express their thoughts and ideas clearly, participate in discussions, and build confidence in their speaking abilities.

## 2. Psychological Challenges

### 1) Fear of Making Mistakes

The observations and interviews conducted reveal a significant barrier in learning speaking that was the fear of making mistakes. This situation was many students that hesitated to speak up. This reluctance was come from a fear of grammatical and pronunciation mistakes, leading to presentations that were often quiet and hesitant.

This phenomenon aligns with Shen theory that stated affective factors such as anxiety, motivation, and self-confidence significantly influence the ability to acquire in learning speaking.<sup>104</sup> This research finding confirms that many at MTs Nurul Mannan especially in the second grade students are hesitant to speak due to the fear of making a mistake or get criticism from their friends, leading to reluctance and reduced classroom participation in learning speaking.

<sup>103</sup> Ming-yueh Shen, 'EFL Learners' English Speaking Difficulties and Strategy Use', (2019).

<sup>104</sup> Ming-yueh Shen, 'EFL Learners' English Speaking Difficulties and Strategy Use', (2019).

## 2) Shyness

The next psychological challenges was shyness. From the observations and interviews conducted during the study, shyness revealed a significant barrier to students' active participation in speaking activities. The researcher noted that students exhibited signs of shyness by only smiling and speaking in low voices when greeted by the teacher. Besides, they refused to come forward when requested by the teacher. Student expressed embarrassment and fear of sounding bad or making mistakes, worrying about being laughed at by friends.

This shyness is closely related to Shen's theory, which posits that individuals with low confidence and high social anxiety are likely to avoid situations where they might make mistakes or face judgment.<sup>105</sup> Consequently, this leads to a cycle of anxiety and lack of confidence, further hindering their ability to engage in and benefit from educational activities.

## 3) Lack of Confidence

Based on the finding from the observations and interviews conducted in this study reveal a significant barrier to students lack of confidence. Most students

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<sup>105</sup> Ming-yueh Shen, 'EFL Learners' English Speaking Difficulties and Strategy Use', (2019).

exhibited reluctance and insecurity. This hesitation stems from their fear of making mistakes and a general lack of confidence in their language abilities. Student admitted to feeling insecure and seldom to speaking in front of large audiences and feeling nervous when speaking to proficient English speakers or in front of a large group.

According to Shen Theory, which emphasizes the importance of self confidence in learning. According to Shen, confidence is crucial for effective communication. In this case, the students' lack of confidence in their English-speaking abilities led to reduced participation and slower progress.<sup>106</sup> This research shows that students with low self-confidence struggle to speak in English, often doubting their abilities and fearing judgment.

#### 4) Low Motivation

Motivation is an important aspect in student learning activities. Students would be enthusiastic about learning if they have strong motivation. In line with this, Shen, uninspired teaching affects students' motivation to learn.<sup>107</sup> In this context, motivation is the significant solution in language learning success. As the result from the observation and interviews conducted reveal a

<sup>106</sup> Ming-yueh Shen, 'EFL Learners' English Speaking Difficulties and Strategy Use', (2019).

<sup>107</sup> Ibid

significant issue with students' motivation to participate in speaking lessons. The majority of students in the 8<sup>th</sup> grade of MTs Nurul Mannan demonstrated minimal active participation and showed signs of discomfort, such as hesitating to respond and distracting themselves with other activities. From the teacher acknowledged efforts to boost motivation through rewards but observed that these attempts have not significantly increased students' enthusiasm. The teacher attributed part of the problem is from the unsupportive classroom environment.

## **2. The students' solutions in overcoming the challenges in learning speaking.**

In the research, the researcher tried to identify the students Solution in overcoming the challenges in learning speaking, in this solution the researcher used Brown's theory. He said that the solution to support the development of student learning speaking they must create their personal strategies.<sup>108</sup> those strategies as follows:

### **1. Increasing Practice**

The results from the finding showed that eight grade students at MTs Nurul Mannan highlight the significant role of consistent speaking practice in improving students' English speaking abilities. Regularly practice speaking exhibit

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<sup>108</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New (Jersery: Prentice Hall Regents., 2002).

significant improvements in their speaking abilities. These students are more confident in expressing their opinions and ideas in English, despite initial challenges such as limited vocabulary. Overall, from this increasing practice as the students' solutions is a highly effective strategy and expected to help students for addressing challenges in English language learning, particularly in pronunciation and vocabulary acquisition. By actively engaging in speaking activities, students not only refine their linguistic abilities but also develop the confidence and proficiency needed to communicate fluently in English.

Brown emphasizes the importance of active use of the target language in real communicative situations to build proficiency and confidence. The observed improvements in students who regularly practice speaking align with Brown's view that frequent practice, coupled with teacher support, helps learners overcome language barriers and develop their speaking abilities effectively.<sup>109</sup> Thus, regular speaking practice is validated as an effective strategy for enhancing students' speaking skills and confidence in English.

## 2. Mastering More Vocabulary

The findings from both the observation and interviews at

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<sup>109</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New (Jersery: Prentice Hall Regents., 2002).

MTs Nurul Mannan has the significant role of mastering vocabulary in enhancing students' speaking skills in English. The systematic approach adopted by the teacher, involving vocabulary instruction and practice within the classroom activities, proved instrumental in bolstering students' confidence and fluency in speaking. A rich vocabulary will help students to enables to select appropriate words and phrase in arrange their sentence. Moreover, this proficiency contributes to improved pronunciation, as students become more familiar to the sounds and structures of words.

This finding aligns with Brown's theory, he stated a rich vocabulary base is essential for effective communication and boosts learners' confidence.<sup>110</sup> The observed increase in student participation and confidence among those with extensive vocabulary knowledge supports this theory. Both students and teachers play crucial roles in vocabulary expansion, which is pivotal for mastering speaking skills in English.

### 3. Boosting Motivation

The findings from the observation and interviews the eighth-grade students at MTs Nurul Mannan highlight the significant role of motivation in enhancing students' English speaking skills. It is evident that students with high levels of

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<sup>110</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New (Jersery: Prentice Hall Regents., 2002).

motivation exhibit greater engagement in learning activities and actively seek opportunities to practice speaking English. Their proactive approach, demonstrated by enthusiastic participation and willingness to take risks, fosters a supportive classroom environment conducive to speaking practice. Moreover, the positive reinforcement provided by teachers further reinforces students' motivation, as seen in the example of rewards for active participation.

These principles outlined in Brown's theory, which emphasizes that motivation is a key component of language learning. Brown states that both intrinsic and extrinsic motivations are crucial in fostering a learner's active participation and persistence in language practice.<sup>111</sup> Students'

English speaking abilities are greatly improved by high motivation, which influenced by both external encouragement from a supportive learning environment and internal satisfaction from witnessing development.

#### 4. Enrolling The Extra Class

The results from the observation and interview suggested that enrolling in extra classes significantly improved students' speaking skills. The students who participated in these additional classes demonstrated noticeable advancements in

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<sup>111</sup> H. Douglas Brown



pronunciation, grammar usage, and vocabulary construction when they conveying their assignment. They also exhibited increased confidence and participation in regular classes. The extra classes gave them a more productive setting for practice and skill building, which helped their English speaking abilities advance quickly.

Brown stated that language acquisition is significantly enhanced through consistent practice and opportunities for learners to engage actively with the language.<sup>112</sup> The extra classes provide this essential practice and feedback, allowing students to refine their speaking skills more effectively.



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<sup>112</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New (Jersery: Prentice Hall Regents., 2002).

## CHAPTER V

### CONCLUSSION AND SUGESTION

#### A. Conclusion

From the finding of data analysis and discussion in the previous chapter, there were two conclusions that could be drawn as follow:

1. The students' challenges in learning speaking for the 8<sup>th</sup> grade students of MTs Nurul Mannan Jember

Based on analyzing the data, most of the students had difficulties in learning speaking. The study revealed significant challenges in linguistic and psychological. Linguistically, students struggled primarily with pronunciation, grammar, and vocabulary. Many students exhibited poor pronunciation influenced by their mother tongue, made frequent grammatical errors due to direct translation from Indonesian to English, and had limited vocabulary, hindering their ability to express themselves in speaking English. Psychologically, students faced a fear of making mistakes, shyness, lack of confidence, and low motivation, which collectively contributed to their reluctance in learning to speak.

2. The students' solutions in overcoming the challenges in learning speaking

From the result of the data analysis of the interview and observation, the researcher found four key strategies that effectively enhance students' speaking skills in English, those are: increasing practice, mastering more vocabulary, boosting motivation, and enrolling in extra classes. It was proven by 20 students out of 34 who were more confidence

and active in the classes after implemented those solutions in teaching english and learning procces. Regular speaking practice, supported by teacher facilitated interactions, significantly improves student confidence and language competency such as pronunciation. Mastering more vocabulary helped students in their lack of vocabulary so that they will be easier construct sentences so that their speaking abilities and participation in speaking activities are increased, while high motivation, driven by both intrinsic satisfaction and extrinsic encouragement as expected will help student in their linguistic and psychological challenges so that can help student to fosters their learning speaking improvement. Additionally, extra classes provide essential practice and feedback, leading to noticeable advancements in pronunciation, grammar, and overall speaking abilities. These strategies collectively support the development of students' English speaking skills, demonstrating the importance of consistent practice, comprehensive vocabulary acquisition, give a strong motivation, and help student in improve their confident.

## **B. Suggestions**

The findings of this research were expected to be useful for English teachers and the other researchers as follow:

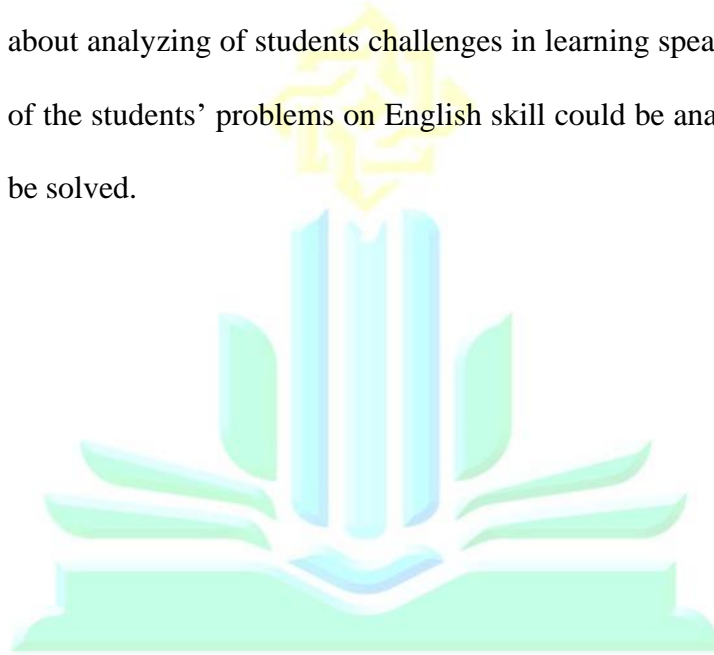
### 1. For English teacher

It is expected that teachers would be able to assess their students' speaking challenges and solutions so that they may identify the factors

affecting them then could find the appropriate solution that will help the students to improve their learning speaking.

2. For future researchers

It is expected that the next researcher to be able to conduct research about analyzing of students challenges in learning speaking, so that, all of the students' problems on English skill could be analyzed and could be solved.



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Name : Zahrotul Laili  
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Hereby declares that the content of the thesis entitled “Analyzing of Challenges and Solutions in Learning Speaking for Second Grade Students of Junior High School at MTs Nurul Mannan” is the result of my research/work, with the exception of some references from the source.

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Jember, 06<sup>th</sup> of May 2024



**Zahrotul Laili**  
201101060009

**Appendix I**

**Research Matrix**

| TITLE  | VARIABLE  | SUB VARIABLE  | INDICATORS  | DATA RESOURCES                             | RESEARCH METHOD   | RESEARCH FOCUS  |
|--|---|---|---|--|---|---|
| Analyzing Challenges and Solutions in Learning Speaking for Second Grade Student of Junior High School | English learning challenges and solutions for Learning Speaking | <p>- Linguistic Problem</p> <p>- Psychological Problem</p> <p>- Solutions</p> | <p>1. Pronunciation</p> <p>2. Grammar</p> <p>3. Vocabulary</p> <p>1. Fear of making mistakes</p> <p>2. Shyness</p> <p>3. Anxiety</p> <p>4. Lack of confidence</p> <p>5. Low motivation</p> <p>1. Increasing practice</p> <p>2. Mastering more vocabulary</p> <p>3. Boosting motivation</p> <p>4. Enrolling the extra class of english</p> | <p>1. Interviews</p> <p>2. Observation</p> | <p>1. Research design: Qualitative</p> <p>2. Setting of the study: MTs Nurul Mannan Ledokombo Jember</p> <p>3. Research subject: Students</p> <p>4. Data collection techniques:</p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Observation</li> </ul> <p>5. Data analysis:</p> <ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Data condensation</li> <li>• Data display</li> </ul> <p>6. Validity of data:</p> <ul style="list-style-type: none"> <li>• Sources triangulation</li> <li>• Technical triangulation</li> </ul> | <p>1. What are the challenges in learning speaking faced by the second grade student of Junior High School at MTs Nurul Mannan Jember?</p> <p>2. How is the solution to overcome the challenges in learning speaking for second grade student of Junior high school at MTs Nurul Mannan Jember?</p> |

## Appendix II

### RESEARCH INSTRUMENT

In conducting the research, the researcher used research instruments that were compiled to make it easier for the researcher in collecting the data needed;

#### A. Observations

The researcher observed the learning activities by using:

1. Checklist Sheet : The list of items to observe
2. Observation Journal : Narrative log to note descriptions, interpretations, and reflections on activities
3. Handphone Camera : To take pictures or records of the ongoing activities.



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## **B. Interview**

### INTERVIEW GUIDENCE

#### ANALYZING CHALLENGES AND SOLUTIONS FOR LEARNING SPEAKING FOR SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL AT MTS NURUL MANNAN JEMBER

Narasumber: **Siswa dan Guru**

Petunjuk:

1. Wawancara dilakukan kepada guru dan juga siswa kelas 8 MTs Nurul Mannan
2. Data yang di peroleh meliputi tantangan yang dihadapi siswa dalam belajar berbicara bahasa Inggris serta solusi yang efektif menurut perspektif mereka sendiri
3. Wawancara bersifat Semi structure

#### **A. Students Challenges in Learning Speaking**

1. Bisakah Anda ceritakan pengalaman Anda dalam belajar berbicara bahasa Inggris?
2. Apa yang paling tidak Anda sukai atau yang paling sulit dari pelajaran berbicara dalam bahasa Inggris?
3. Menurut Anda, apa tantangan terbesar dalam belajar berbicara dalam bahasa Inggris?
4. Dari aspek linguistik apa saja yang menjadi tantangan bagi anda dalam berbicara bahasa Inggris?
5. Bagaimana cara anda menerjemahkan dan menyusun kalimat yang akan anda ungkapkan dalam berbicara bahasa inggris?
6. Apakah ada kendala saat menyusun kalimat tersebut?
7. Bagaimana dengan pelafalan kata-kata dalam bahasa Inggris? Apakah itu menjadi tantangan bagi Anda?
8. Seberapa sering Anda kesulitan mencari kata yang tepat saat berbicara bahasa Inggris?
9. Apakah Anda merasa gugup atau tidak percaya diri saat berbicara dalam bahasa Inggris di kelas? Jika ya, mengapa?
10. Menurut Anda, apa yang menyebabkan rasa gugup atau takut tersebut?

11. Pernahkah anda atau teman anda sangat takut sampai menyebabkan tangan yang gemetar dan berkeringat saat di suruh maju kedepan untuk latihan berbicara bahasa inggris?
12. Bagaimana pengaruh rasa percaya diri Anda terhadap kemampuan berbicara bahasa Inggris?

#### **B. Students Solutions in overcoming the Challenges**

1. Apa yang Anda lakukan untuk mengatasi tantangan yang Anda hadapi saat belajar berbicara dalam bahasa Inggris?
2. Kegiatan atau latihan apa yang paling membantu Anda dalam belajar berbicara dalam bahasa Inggris?
3. Apakah Anda pernah mencoba belajar berbicara dalam bahasa Inggris di luar kelas?
4. Menurut Anda, apa yang bisa dilakukan oleh guru untuk membantu Anda dan teman-teman dalam belajar berbicara bahasa Inggris dengan lebih baik?
5. Apa yang memotivasi Anda untuk belajar berbicara bahasa Inggris?
6. Apakah Anda merasa kosakata yang Anda kuasai cukup untuk berbicara dengan lancar?
7. Bagaimana cara Anda belajar dan mengingat kosakata baru dalam bahasa Inggris?
8. Apakah guru Anda memberikan strategi tertentu untuk menghafal kosakata?
9. Menurut Anda, seberapa penting peran latihan dalam meningkatkan kemampuan berbicara bahasa Inggris?
10. Bagaimana cara anda melatih kemampuan berbicara anda ketika di dalam kelas dan di luar kelas?
11. Apa jenis latihan yang paling efektif bagi Anda (misalnya, berbicara dengan teman, presentasi, debat, dll.)
12. Apakah Anda pernah mengikuti kelas tambahan atau les bahasa Inggris di luar jam sekolah?
13. Bagaimana pengalaman Anda dengan kelas tambahan tersebut? Apakah membantu Anda dalam meningkatkan kemampuan berbicara?

14. Menurut Anda, apakah kelas tambahan sangat diperlukan?  
Mengapa?

**Text Wawancara Guru:**

1. Apa saja tantangan utama yang dihadapi siswa kelas dua MTs dalam belajar berbicara bahasa Inggris?
2. Menurut Anda, faktor apa yang paling mempengaruhi kesulitan siswa dalam berbicara bahasa Inggris? (misalnya, kurangnya kosakata, ketidakpercayaan diri, kurangnya kesempatan berlatih, dll.)
3. Bagaimana lingkungan kelas atau sekolah mempengaruhi kemampuan berbicara siswa?
4. Metode atau strategi apa yang Anda gunakan untuk mengatasi tantangan tersebut?
5. Menurut Anda, bagaimana cara terbaik untuk meningkatkan motivasi siswa dalam belajar berbicara bahasa Inggris?
6. Apakah Anda pernah mencoba teknik pembelajaran khusus untuk meningkatkan keterampilan berbicara siswa? Jika iya, bisa Anda jelaskan teknik tersebut?
7. Bagaimana cara Anda memberikan umpan balik kepada siswa dalam pembelajaran berbicara?
8. Apakah ada program atau kegiatan ekstrakurikuler yang membantu meningkatkan kemampuan berbicara siswa?
9. Berdasarkan pengalaman Anda, apa yang paling memotivasi siswa untuk meningkatkan kemampuan berbicara mereka?
10. Apakah ada perubahan atau tren terbaru dalam pendekatan pengajaran berbicara bahasa Inggris yang Anda perhatikan?



## Appendix IV



**YAYASAN PENDIDIKAN ISLAM NURUL MANNAN**  
**“ MTs NURUL MANNAN “**  
**TERAKREDITASI B**

NSM 121235090068 NPSN 20581506 NPWP 02.663.676.1-626.000  
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**SURAT KETERANGAN SELESAI PENELITIAN**  
Nomor: 012 / Mtsr.13.32.0527.1/6/2024.

Yang bertanda tangan di bawah ini:

Nama : Haniah Qurrotul Uyun, S.Pd.I  
Jabatan : Kepala Madrasah  
Unit kerja : Madrasah Tsanawiyah Nurul Mannan

Dengan ini menerangkan bahwa mahasiswa yang beridentitas:

Nama : Zahrotul Laili  
NIM : 201101060009  
Jurusan : Tadris Bahasa Inggris  
Perguruan tinggi : Universitas Islam Negeri KH Achmad Siddiq Jember

Telah selesai melaksanakan penelitian di Madrasah Tsanawiyah (MTs) Nurul Mannan sejak tanggal 14 Mei 2024 s/d 25 Mei 2024 untuk memperoleh data dalam penyusunan skripsi dengan judul **"Analyzing of Challenges and Solutions in Learning Speaking for Second Grade Students of Junior High School at MTs Nurul Mannan"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya.

Jember, 05 Juni 2024  
Kepala Madrasah

  
Haniah Qurrotul Uyun, S.Pd.I

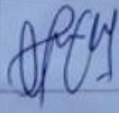
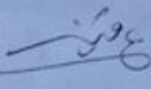
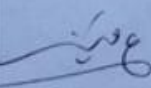
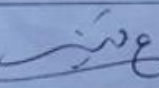
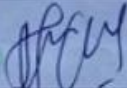


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Appendix V

JOURNAL OF RESEARCH

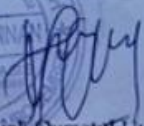
| No | Time                         | Activity  | Paraf   |
|----|------------------------------|---|---|
| 1. | 14 <sup>th</sup> of May 2024 | The researcher was giving the research permission letter  |    |
| 2. | 16 <sup>th</sup> of May 2024 | The researcher observed the classroom learning process, especially the student challenges in speaking   |    |
| 3. | 18 <sup>th</sup> of May 2024 | The researcher observed the classroom learning process, especially the student challenges in their speaking assignment and the researcher interviewed the english teacher |   |
| 4. | 20 <sup>th</sup> of May 2024 | The researcher interviewed the students 1,2,3,4,5,6   |  |
| 5. | 22 <sup>th</sup> of May 2024 | The researcher was asking for research finishing letter   |  |

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Jember, 22<sup>th</sup> of May 2024  
The Headmaster

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Haniah Qurrotul Uyun, SP.d.I

## Appendix VI

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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---

**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

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NIM : 202101060009  
Program Studi : Tadris Bahasa Inggris  
Judul Karya Ilmiah : Analyzing of Challenges and Solutions in Learning Speaking for Second Grade Students of Junior High School at MTs Nurul Mannan  
telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (10,8%)

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## Appendix VII

### DOCUMENTATION

- The Researcher observed the learning activities



The teacher explained the material about descriptive text



Speaking activities; one of the students explained her favorite animal in front of the class

- The researcher interviewed the english teacher and the students



The researcher interview with the english teacher



The researcher interview with several students

## Researcher's Bibliography



Name : Zahrotul Laili  
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Kindergarten :-

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