

STUDENTS' PROBLEMS AND STRATEGIES IN LEARNING SPEAKING SKILLS

Geby Azizah¹, Syarifuddin Dollah^{2*}, Chairil Anwar Korompot³

^{1,2,3}English Department, Universitas Negeri Makassar, Indonesia

E-mail: 1gebyazizah21@gmail.com, 2syarifuddindollah@unm.ac.id, 3cakorompot@unm.ac.id

*corresponding author

Abstract

This study aims to find out what problems students face in learning speaking skills as researchers found several problems faced by students, one of which is the problem mentioned is a sense of insecurity because they feel uncomfortable when speaking English in front of many people, then the next problem is worried about making mistakes because they find it difficult to pronounce words in English, and also find it still difficult to string good and correct words in English and there are several strategies put forward by students to overcome the problem of difficulty speaking English in their environment, here are some of the strategies they provide to solve the problem of difficulty speaking English. Students said that they think teachers should provide vocabulary that is easy for students to memorize, and students also said that teachers should use English more often during English lessons so that students get used to it and teachers should use English more often during English lessons so that students get used to it. Other students also said that they have a special strategy, namely inviting their friends to learn English together so that they get used to the pronunciation, there is no embarrassment when they have to speak English in class and also said that during English learning, they should practice speaking more. While other students also have strategies that are almost the same as other students, namely students must memorize more vocabulary so that they are no longer afraid to arrange words in English. This research took place at SMA NEGERI 1 KAROSSA, Mamuju Tengah, Sulawesi Barat. The participants of this study were students of class X/1. The researcher used descriptive qualitative method with purposive sampling technique to select the participants. The instrument of this research was interview. Based on the results of interviews and observations, the researcher found that students have problems in learning speaking in class and not a few of them have strategies but are not conveyed and cannot apply them to overcome the problems they face. Furthermore, the researcher concluded that the application of strategies given by students can improve and help students to improve their speaking skills.

Keywords — Student Problems, Student Strategies, Speaking Skill.

INTRODUCTION

The ability to use language in communication is a goal that must be achieved in language learning. To achieve the process of learning objectives, an approach to learning is needed in

accordance with the developmental needs of students. In essence, learning a language is learning to communicate. Therefore, learning English is directed at improving students' ability to communicate in English both orally and in writing.

According to Lingga, Simanjuntak, & Sembiring (2020), speaking is one of the speaking skills possessed by students. Speaking skills have been trained from an early age, but the results of speaking learning are still far applied. Many students still experience difficulties in learning to speak. such as shame, fear and anxiety and lack of confidence inhibiting learning factors in speaking to students lacking motivation, poor student learning habits, mastery of students' vocabulary is still low, as for student learning strategies are one aspect that determines the success of students in speaking, students can have student learning strategies by memorizing vocabulary, believing themselves and improving vocabulary pronunciation. This research was conducted to identify the difficulty of speaking in English faced by students and find out the strategies they used to overcome these difficulties. This researcher used a qualitative descriptive method involving as many as 7 students in grade 10 at 1 Karossa Senior high School, research results this shows that students have difficulty speaking in English namely lack of grammatical understanding, lack of vocabulary, incorrect pronunciation of words fearing the response of others feeling nervous in making mistakes, lack of self-confidence and shame in the strategy that students do is asking help to others trying to compose sentences in different ways by using gestures, taking the rules in positive thinking, can be concluded that students have a sense of difficulty in speaking English.

LITERATURE REVIEW

1. Speaking

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they are not by our opinions, as well as the ability to ask and answer questions. Also, is the ability to pronounce sounds, articulations, or words to express, express, and convey thoughts, ideas, and feelings. Speaking is also an important thing that humans need in communicating and also has an important role in technological advancement for the younger generation, as we know today Speaking or the ability to speak in English is one of the basic competencies that must be mastered, especially in the current era. Apart from being an international language that will support good communication with others, English is not only

used to communicate directly but also supports students to increase their knowledge in direct interaction because communication is something that can happen directly.

There are many definitions of speaking that have been proposed by some expert. According to Bailey (2000), speaking is a process of interaction where speaker intend to build meaning through producing, receiving and processing information. Based on the view of Ladouse (1991) defines speaking as the ability to express oneself. Speaking is also referred to as an action to be reported through spoken words with the ability to speak. Speaking in English is related to what is seen, felt, heard, and expressed in the form of words. If this talk is done by more than one person, there will be a conversation or interaction.

Based on the opinion of Wilson (1983), speaking is defined as the development of a relationship between the listener and the person speaking. The main purpose of speaking is to create communication by expressing it creatively. Furthermore, Wilson (1983) defines speaking as the development of a relationship between the speaker and the listener. Besides speaking determines the logical linguistic, psychological, and physical rules that must be applied in certain communication situations. This means that the main purpose of speaking is communication. To express effectively, the speaker must know exactly what he wants to talk about or communicate, he must be able to evaluate the effect

2. Learning Strategy

In this case of course the teacher has the first obligation to design strategies and follow students in learning Activities. According to J.R David (2008) The learning strategy contains the meaning of planning. Learning strategies can be interpreted as planning that contains a series of activities designed to achieve certain educational goals.

According to Marrus (2002) Learning strategy is defined as a process of determining the plan of top leaders that focuses on the long-term goals of the organization, accompanied by the preparation of a method or effort on how to achieve these goals.

Thein Quinn (1999) defines Learning strategy as a form or plan that integrates the main goals, policies, and courses of action within an organization into a unified whole. A well-formulated strategy will help organize and allocate the available resources into a unique and sustainable form.

From above, it can be concluded that Learning strategy means a plan to achieve something, both in learning and teaching strategy is a process of activities that must be carried out by teach

3. Students Problem in Speaking Skills

As the learners of English as a foreign language, of course, there are some reasons for the students not to speak English or to be timid in expressing their ideas. They are peer pressure, lack of motivation and lack of support (Skeffington, 2004). First, the students do not speak English because of peer pressure. The students do not attempt to speak English because they are afraid to make mistakes. As Brown (2001) stated that one of the major obstacle learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. Lawtie (2004) said students might lack confidence in their ability to speak confidently let alone in English. The pressure of getting ashamed is one of main factor.

METHODS

1. Research Design

In this research, the researcher used descriptive qualitative study, the researcher has made an observation on the student's grades first to the teacher, to find out more clearly which students had difficulty speaking English. Then, the researcher has asked some questions to the students using the interview system, and then helped the students by give some strategies to solving difficulties on the students' speaking skills. The type of this study is a descriptive study research where the researcher describing a research result, this description is not use to formulate research conclusion in general.

2. Data Collection

Procedure of Data Collection

In collecting data, the researcher was taken some procedures, as follows;

- a. The researcher introduces herself and conveyed the purpose of the research.
- b. The researcher asked for participant recommendation based on the characteristic of the research to the English teacher.
- c. The researcher asked the participants' willingness to participate in the research.
- d. The researcher interviewed the students to get deeper information about the research problems.
- e. The researcher taken a documentation.

- f. The researcher obtained information by asked questions to find out what the students' difficulties and strategies were in learning to speak English.
- g. The researcher collected all data from all the student have been taken, their analyzed and classified the kinds of problems and strategies that students experienced in

3. Instrument of the research

A research instrument is a tool used to collect, measure, and analyze data related to the research topic. In this research, the researcher used two instruments. The instruments are interview guide and the documentation. The interview was used to get deeper information from the participants. The interview guide consisted of 5 major questions to collect the information in accordance to those kinds of problems and strategies that students experienced in learning speaking skills. As for the documentation, consisted of several pictures during the process of the interview.

4. Data Analysis

According to Miles and Huberman (1994:10), analysis of qualitative data research is consisted of three current flows of activities. They are data reduction, data display, and drawing conclusion /verification. That procedure then described as follows;

a. Data Reduction

Data reduction become the first steps to do in analyzed the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. In this step, the researcher then transcribing the interview into the field notes.

b. Data Display

The second steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher showed or displayed the data to clarify the answer the answer of the research.

c. Conclusion Drawing

After finished doing data reduction and data display, the last steps to analysed the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes;

coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concludes the result of the research based on the research problems

RESULTS

1. Common Problems Faced by Student

a. Lack of confidence

Many students experience problems with speaking difficulties, one of which is due to

b. Lack of confidence

Lack of confidence greatly hinders their ability to learn to speak English and this makes students hesitate to speak using English.

c. Worried of making mistakes

Another problem faced by students is that they often feel worried about making mistakes which makes them hesitant to engage in conversations that use English and it makes them hampered in learning to speak English. is the fear of making mistakes.

d. Lack of motivation

Lack of motivation to learn how to speak English is often found in every student. Finding it difficult makes them lose motivation to learn.

e. Difficulty pronounces

Another problem faced by some students is having difficulty pronouncing English words. Students are often hampered by the problem of difficulty in pronouncing words, which they find very difficult.

f. The classroom situations that is not supportive

An unfavorable classroom environment is often heard to be a problem for some students.

2. Strategies students use to solve their speaking problems

a. Enriching Vocabulary

By enriching vocabulary students can get used to training themselves to speak English, it is also good for students to get a lot of vocabulary from the teacher so that they get used to it.

b. Practice Regularly

Another strategy is to practice regularly, students can overcome the problem of difficulty speaking English in their environment by practicing regularly to get used to it.

c. Working Together

Working together or learning together usually makes students happy to learn, besides that making study groups can make students more enthusiastic about learning.

d. Memorizing

Another strategy is memorization, students must memorize more, one of which is memorizing vocabulary so that they are no longer afraid to string words in English.

e. Becoming Confident

If you want to be fluent in English well, students must have confidence when they want to be more active and also increase their confidence to ask the teacher.

f. Starting from simple

Another strategy is to start with simple words or sentences that are easy to understand and practice speaking with friends.

DISCUSSIONS

1. Problems faced by student in learning to speak English

Based on the findings above, there are several sections that support students' perceptions of the problem's students face when speaking English. According to PC, he did have some problems when learning to speak English in class, one of the problems he mentioned was embarrassment because he felt uncomfortable when speaking English in front of many people, then the next problem was worrying about making mistakes because he found it difficult to pronounce words in English, and he also felt that he still had difficulty in composing good and correct words in English, but another fact that was found during the interview with the PC was that he really liked English subject and had the motivation to learn the language English. one of the ways he uses simpler words and is not ashamed to ask the teacher or friends who understand more, this is all done to improve his speaking skills.

Meanwhile, according to AS, the problems he faced began to arise when he wanted to start speaking English, embarrassment and fear of making mistakes became factors that made him feel even more inferior when speaking English. According to AM, he also had some problems when learning to speak English in class, not much different from the others, one of the

problems he experienced was the worry of making mistakes because he found it difficult to pronounce English words, and he also feel that it is still difficult to compose good and correct words in English, but AM is one of the students who likes English lessons and has the motivation to learn English. According to A, he had problems speaking English. A said that he often felt embarrassed and worried, but actually really liked learning English but unfortunately, he felt he had no motivation to learn English. According to NP, he has difficulty speaking English and faces many problems while speaking English. NP said that he had difficulty pronouncing words in English and also often felt worried about making mistakes, but actually NP really liked learning English and also had motivation but unfortunately, he felt he still didn't understand English well enough.

According to NL, he had a lot of trouble speaking English. one of them is NL who said that he had difficulty pronouncing words in English and also often found it difficult to organize the correct language and words, NL also said that he did not really like English because of the lack of use of English in his environment.

According to the AP, he did feel there was a problem speaking English. But AP said that it was a problem from himself, because he often felt embarrassed because he had a shy nature, and he often worried about the words he would say and had trouble finding the right words. But AP is one of the students who likes English lessons and has the motivation to learn English.

Related to those results, in the current study conducted by Sjaifullah (2019), he stated that there are three major causes that caused students' anxiety in English speech production they are self-esteem, classroom atmosphere, and peer pressure. According to him, Self- esteem is an effective factor that might create imaginary barriers which inhibit foreign/second language acquisition. While, a positive classroom atmosphere will form a safe and comfortable space for students to learn. Moreover, under an unfamiliar circumstance, students might feel negative and can be the major influence of students' anxiety in learning. Students' performance may be affected by what their peers think about them. Sho that, minimizing peer pressure can be one of the best solutions to overcome anxiety in performing better in academics.

Furthermore, the finding of this research is in line with the research conducted by Nurilahi and Suhartono (2022), they stated that the psychological problems are the main causes behind the students' speaking anxiety. Feeling of shy as well as worry to making mistakes are kind of the psychological problem. This finding is also parallel with the findings found by Shen & Chiu (2019) who discovered that students suffer from speaking anxiety because of psychological

problems such as fear of making mistakes, nervousness, peer pressure, lack of confidence, worried, and anxiety.

2. Strategies the students apply to solve their speaking problems

Based on the findings above, there are several strategies used by students to solve the problem of difficulty learning to speak English. There are several strategies put forward by students to solve the problem of difficulty speaking English in their environment, here are some of the strategies they provide to solve the problem of difficulty speaking English. PC said that he thinks teachers should provide vocabulary that is easy for students to memorize, and he also said teachers should use English more often during English lessons so students get used to it. According to Prasetyaningrum, Fikni, & Wati (2020) students learning English won't achieve the intended results in their language learning process if they lack a sufficient vocabulary base. Their learning vocabulary can be seen as a crucial component of learning a foreign language (Schmitt & Cartier, 2000).

AM also has almost the same strategy as PC, he said, teachers should use English more often during English lessons so students can get used to it. AS said that he has a special strategy, namely inviting his friends to learn to speak English together so that they get used to the pronunciation also, there is no embarrassment when they have to speak

English in class. AS also said, that during English lessons there should be more speaking practice. While A also has a strategy that is almost the same as NP, namely students have to memorize more vocabulary so they are no longer afraid to arrange words in English. Not much different, NP also has a strategy that is almost the same as A, namely suggesting to teachers to memorize vocabulary more often to students. KL has a different strategy from other students. According to KL, if you want to be fluent in English well, students don't need to be embarrassed when they want to learn and be more active in asking questions to the teacher, as he said in the interview. Meanwhile, AP also has a different strategy from the others. AP says start with simple words or sentence's that are easy to understand and practice talking to friends more.

According to Prasetyaningrum, Fikni, & Wati (2020), it is anticipated of students who learn speaking with the right content and strategy to be proficient in both general knowledge and professional English. Since they were given an approach that allowed them to learn in a comfortable environment, they may prefer learning English. In the study conducted by Rezeki, Sujarwo, & Ibrahim (2022) the students may have a limited vocabulary because they don't want

to learn more words in English, they struggle to choose words because they don't have the words to express what they mean, they lack confidence because they aren't used to speaking English, and they continue to feel shy and worried. So that, the proper strategies needed.

CONCLUSION

Some of the problems that students experience in learning speaking skills include that they often feel less confident to speak English, they feel worried about making mistakes, they have less motivation, they find it difficult to pronounce words in English, and the classroom situation is less supportive to practice their speaking skills. These factors are problems in learning speaking skills that students face in the classroom. As for some strategies used by students in dealing with their English speaking's problems in class, they are by enriching vocabulary, practicing regularly, memorizing, being more confident, and starting to learn simple things.

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