

STUDENTS' ENGLISH SPEAKING DIFFICULTIES AND TEACHERS' STRATEGIES IN ENGLISH TEACHING: A CASE STUDY AT MA NURHIDAYAH RABBIN BONTOMANAI

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Abstract

The objectives of the research are to identify students with English language proficiency issues and to describe the English teachers' teaching speaking strategies in dealing based on students' speaking English difficulties. This research used a qualitative method. This research used previous studies, researchers deliberately choose people and locations to discover or comprehend a key phenomenon. The researcher used a case study research. The researcher used a questionnaire and an interview as two study instruments to gather data from the participants. The subjects of this research are Twelve students, from class X there are 6 students and class XI there are 6 students and there are three English teachers of MA Nurhidayah Bontomanai Sapaya Gowa. The teacher strategies in this research are to use group work, base the activities on sample words, and give some instructions or training in discussion skills. The researcher concluded that students' difficulties were influenced by two aspects, namely psychological aspects and language aspects. They admitted that they had difficulty speaking English for several reasons because students were worried about making mistakes and felt anxious due to a lack of vocabulary, lack of pronunciation, and lack of topic knowledge, sometimes students wanted to try speaking. Hindered by the lack of vocabulary and messy pronunciation on the other hand because the topics discussed cannot be understood students continue to feel insecure and afraid in trying to speak English in class to appear in front of their class by speaking English and the last students do not have the motivation to fix it.

Keywords — *English Speaking, student difficulties, teacher strategies.*

INTRODUCTION

Speaking is an activity to explain someone in a certain situation or an activity to report something (Ladouse, 1991). In actuality, a lot of students still struggle with speaking English while trying to explain their thoughts and feelings. The four major skills of hearing, speaking, reading, and writing in English can be identified in the broadest sense (Harmer, 1990). One of

the most challenging aspects of learning a language is developing speaking skills. This is because many students find it difficult to express themselves verbally, and because if a speaker cannot communicate clearly, the listener may not understand what is being said or may misinterpret it entirely.

Therefore, in order to meet the primary objective of English language instruction, which deals with students' difficulties, proper strategies are required to reduce current issues. In order to minimize students' difficulties by implementing teaching strategies that can make learning to speak English enjoyable for students, teachers should thoroughly prepare their strategies and methods prior to the learning process. This will help teachers have a good way of teaching English, especially speaking skills. The objectives of teaching students English language proficiency involve them interacting so that students' ability to speak English is accurate, precise, and effective, but regrettably, the last two years have seen teaching and learning done from their respective homes, making students feel ineffective and direct interaction is considered to be lacking at all in learning so that it has a significant impact on their mastery of English, especially on students' mastery of speech.

Researcher believes it's critical to constantly develop strategies for learning and instructing speaking English. MA Nurhidayah Rabbin Bontomanai Sapaya Gowa is one of the schools where students struggle with it. Since speaking English is one of the competencies that must be acquired as part of the goal of teaching English in a competency-based curriculum. For this reason, the researcher is interested in knowing more about the difficulties students have in gaining speaking skills and the methods English teachers can use to support their pupils at MA Nurhidayah Rabbin Bontomanai Sapaya Gowa.

LITERATURE REVIEW

1. The Concept of Speaking

The definition, purpose, types, and components of speaking are the four divisions of the notion of speaking.

a. Definition of Speaking

People are social beings who depend on one another all the time. Because of this, people always communicate. For instance, asking for aid, informing others of an event, inviting people, exchanging information, etc., can all be done immediately through communication. It implies that speaking plays a crucial part in human life. When people speak, they are exchanging

information, ideas, and emotions. According to Thornbury (2005, 1) speaking is interactive the ability to work with the management in speaking terms. Speaking is employed for a variety of reasons, including courteous demands, explanation, expressions of dissatisfaction, and persuasion (Richards and Renandya, 2002).

b. Function of Speaking

Brown & Yule (1983) viewing its functions, divide speaking into three partial versions: Speaking serves three different purposes, according to Richards (2008), including contact, transaction, and performance.

1) Speech as Interaction

Speech as interaction refers to what we commonly refer to as conversation, which is when two or more people engage in conversation to exchange ideas and opinions. As a result, speaking for interaction serves social functions such as fostering relationships with specific people in order to learn about them personally and to share meanings with them.

2) Speech as Transaction

According to Richards (2008), the main emphasis of transactional speaking is on the message and making oneself known, and the participants' social interactions with one another are not taken into account. In order to exchange knowledge, gain products and services, or both, speakers' converse. For instance, asking for and offering advice, placing a restaurant order, booking a hotel room, etc

3) Speech as Performance

Richards (2008) continued by stating that speaking can also serve as a performance. Speaking in public is what is meant by this phrase. Group presentations, classroom presentation exercises, and public speakers are some examples. It is frequently delivered as a monologue and leans more toward written than conversational language. In light of this, this performance function refers to public speaking, announcements, speeches, etc. Therefore, it differs from earlier speaking functions in that it focuses on both message and audience, and it is frequently assessed according to how it affects the listeners (Richards, 2008)

2. Types of Speaking

According to Nunan in Brown (2000: 250), there are typically two types of oral spoken languages: monologue and dialogue.

Brown (2000) defines a monologue as a speech in which the speaker exclusively employs spoken language for any length of time, such as during a speech, lecture, reading, newscast, etc. The listener must analyze the material nonstop to determine whether they comprehend the speaker's meaning. Contrarily, a dialogue is a conversation between two or more speakers, and interruptions may take place in the midst of a conversation if the listener is unable to understand the speaker.

3. The Concept of English-Speaking Difficulties

It's not as simple as it seems to talk. Speaking proficiency, as previously stated, has a fairly important meaning among other language abilities. However, despite the significance of mastering English, it turns out that learning to speak is not an easy thing to do because students encounter numerous difficulties during the process of mastery. There are several speaking issues that teachers may encounter while trying to encourage pupils to speak in class. These issues can be divided into four categories, including language problem. They are mother tongue use, lack of relevant understanding, poor or inconsistent participation, and inhibition.

This is further confirmed by Juhana (2012), who lists a number of psychological issues that students encounter when speaking in front of the class, including hesitation, shyness, anxiety, lack of confidence, lack of desire, lack of pronunciation, and fear of making mistakes. In addition, the influence of the language factor they are inhibition where the learners unlike reading, writing, and listening activities of English learning while mastering the language requires intense language exposure, nothing to say that this happens because students frequently complain that they don't know what they want to express possibly because students frequently remark that they lack the words to express themselves, maybe as a result of the teacher selecting less appealing topics and the students having less background knowledge on the subjects being covered. Because students believe their mother tongue to be simpler than a foreign language or second language, mother tongue use occurs in big groups where certain students tend to dominate while others talk very little or not at all.

It may be inferred from a number of theoretical analyses and earlier research findings that the bulk of students' difficulty speaking English is driven by two factors: the psychological factor

and the linguistic factor. The preceding study discussed the psychological factors that contribute to students' speaking issues in the classroom, including their fear about making mistakes, lack of self-confidence; lack of drive, negative psychological reactions, shyness, and poor pronunciation. The second factor that contributes to students' difficulties speaking English is their limited vocabulary, use of their mother tongue, and lack of anything to say. Finding the right tactics to employ to help students with their speaking difficulties be overcome or at least minimized so that learning objectives may be met then becomes a major challenge for the teacher.

METHODS

1. Research Design

This study used a case study research. Yin (2002) asserts that case study research is a general knowledge procedure that can be applied when there are phenomena with hazy or ambiguous boundaries through learning about and studying real world phenomena. In this study, an intrinsic case study was used, which is a sort of case study that concentrates on the subject of interest and provides context for the case. This case study approach is used to explain a phenomenon or intervention and the actual environment in which it took place. A bounded system, such as a single teacher, a classroom, or an entire school, is the subject of case study research, a qualitative research methodology.

2. Research Place

The study was conducted in October, 13, 2022 at MA Nurhidayah Rabbani Bontomanai Sapaya Gowa. At Kec. Bungaya, Gowa Regency, South Sulawesi province.

3. Population & Sample

Students of MA Nurhidayah Bontomanai Sapaya Gowa and three English teachers are the study's subjects. Purposive sampling was utilized in this study to gather data. Purposive sampling, according to Crossman (2020), is the selection of a non-probability sample depending on the characteristics of the population and the goals of the research.

4. Instruments of the Research

The researcher used a questionnaire and an interview as two study instruments to gather data from the participant.

5. Procedure of Collecting Data

The process of gathering data for this study was carried out based on the following steps :

- a. The researcher made an introduction and provides information on the study.
- b. The researcher described what the research entails and why it is being conducted.
- c. The researcher invited teachers and students to take part.
- d. The researcher explains to the teachers and students that they are not required to participated in the study and may withdraw at any moment.
- e. Making contact with the participants or informants to arrange a time and location for the process of data collection.
- f. Gathering the information.

6. Technique of Data Analysis

After gathering data from the outcomes of field research, data analysis is carried out in the study. According to Miles and Huberman (1994), the actions involved in qualitative data analysis are carried out in a continuous, interactive manner until they are finished, saturating the data. The absence of fresh data or information is a sign of data saturation. Miles, Huberman, and Saldana (2018) claim that there are three different activities that can be used to examine the data that was gathered. These activities include data condensation, data display, conclusion, drawing, and verification.

RESULTS

Six students from grade tenth and six from grade eleventh participated in the questionnaire session. Based on twelve students from grades ten and eleven, the researcher divides them into two speaking levels: high level and middle level. There are six high level students and six middle level students. The researcher's conclusions are as follows:

1. Students' English-speaking difficulties in English learning
 - a. Psychological problems

According to the survey's findings, students struggle to speak English due to psychological disorders and other issues. Considering the outcome from the third question on the questionnaire, which asked, "what psychological issues did you encounter while learning English speaking skills?" out of the 12 students who responded to the questionnaire, two said they were worried about making mistakes, eight said they lacked confidence, one said they were worried, and one said they were embarrassed to be teased and laughed at by other students.

The results of the aforementioned questionnaire show that the majority of the students were enthusiastic, driven, and self-assured about learning English, but this does not imply that all students will be successful psychologically in picking up the language.

The third number's results sought to identify the psychological challenges that students encounter while learning to speak. In the survey of student responses, 2 students indicated that they were concerned about making mistakes, 8 said they lacked confidence, 1 said they were anxious, and 1 said they were afraid of receiving criticism and ridicule from others.

It is also evident from the responses provided by students to questionnaire number 3 below.

Extract 1

(Student 1, 10/01/2023/No. 3)

"... saya khawatir membuat kesalahan dalam berbahasa Inggris..."

(...I'm worried about making mistakes in English...)

Extract 2

(Student 2, 10/01/2023/No. 3)

"...saya khawatir karena takut diketawai ketika membuat kesalahan..."

(...I worry for fear of being laughed at when I do something wrong)

Extract 3

(Student 3, 10/01/2023/No. 3)

"...kurang percaya diri untuk menyebut kata Bahasa Inggris karena tidak bias mengucapkan dengan baik dan benar..."

(...lack of confidence to say English words because they can't pronounce them properly and correctly...)

Extract 4

(Student 4, 10/01/2023/No. 3)

"...Saya kurang percaya diri dalam belajar keterampilan Bahasa Inggris karena saya merasa kesulitan dalam menelaah pelajaran dan agak sulit dalam penyebutan kata bahasa inggris ..."

(...I lack confidence in learning English skills because I find it difficult to study lessons and it is rather difficult to pronounce English words ...)

Extract 5

(Student 5, 10/01/2023/No. 3)

"...Saya kurang percaya diri karena lingkungan yang kurang mendukung karena banyaknya bullyan ketika saya mengucapkan Bahasa Inggris ..."

(...I lack confidence because the environment is not supportive because there are many bullies when I speak English ...)

Extract 6

(Student 6, 10/01/2023/No. 3)

"...karena banyaknya teman yang menganggap Bahasa Inggris tidak terlalu penting dikeseharian, apalagi skalanya kita berada dikampung sehingga membuat saya kurang percaya diri..."

(...because there are many friends who think English is not very important in everyday life, especially the scale we are in the village so that makes me less confident ...)

Extract 7

(Student 7, 10/01/2023/No. 3)

"...kurang percaya diri karena tulisan dan bacaan yang berbeda, susah menghafal kosa kata, soalnya beda huruf saja biasa salah arti..."

(...lack of confidence because the writing and reading are different, it's hard to memorize vocabulary, the problem is that different letters usually misinterpret ...)

Extract 8

(Student 8, 10/01/2023/No. 3)

"...kurang percaya diri, dikarenakan biasanya ketika kita salah penyebutan saat belajar Bahasa Inggris kita diketawai teman kelas..."

(...lack of confidence, because usually when we mention the wrong word when learning English, we are laughed at by classmates ...)

Extract 9

(Student 9, 10/01/2023/No. 3)

"...kadang juga tidak percaya diri dikarenakan susahnya penyebutan Bahasa Inggris ..."

(...sometimes also not confident because of the difficulty of pronouncing English ...)

Extract 10

(Student 10, 10/01/2023/No. 3)

"...kurang percaya diri karena tidak tau mengucapkan bacaan Bahasa Inggris..."

(...less confident because they do not know how to pronounce English reading ...)

Extract 11

(Student 11, 10/01/2023/No. 3)

"...cemas karena dalam mempelajari Bahasa Inggris kita sering kali salah dalam penyebutan kosa kata ..."

(...worried because in learning English we are often wrong in pronouncing vocabulary ...)

Extract 12

(Student 12, 10/01/2023/No. 3)

"...iya saya malu dikritik dan ditertawakan karena biasanya kita malu untuk berbicara lagi ketika salah penyebutan sebelumnya..."

(...yes, I'm embarrassed to be criticized and laughed at because usually we are embarrassed to talk again when we mispronounced it before ...)

In conclusion, the results of the aforementioned statement show that students at MA Nurhidayah Rabbin Bontomanai Sapaya Gowa have psychological issues that affect their ability to speak English. These issues include worrying about making mistakes, a lack of confidence, anxiety, and embarrassment over being criticized and made fun of by others.

b. Language problems

According to the questionnaire's findings, pupils' linguistic difficulties made it challenging for them to speak English. Based on responses to question number 4, which asks, "What language difficulties did you encounter while learning to speak English?" For lack of vocabulary, students gave a score of 6, three for mother tongue, zero for having nothing to say, and three for lack of subject matter expertise.

The fourth inquiry relates to language issues caused by pupils' English-speaking challenges. The primary issues that hinder pupils' ability to talk owing to their weak vocabulary mastery are discussed in question 4. Based on these findings, 10 students responded, "Yes, I think my limited vocabulary mastery is the main problem," and 2 students, "No, I don't think it's from my limited vocabulary mastery."

It is also evident from the students' responses to questionnaire number 4 below, which is based on the results.

Extract 1

(Student 1, 10/01/2023/No. 4)

"...saya merasa pengucapan Bahasa Inggris saya belum cukup baik dan saya juga belum banyak mengetahui kosa kata Bahasa Inggris ..."

(...I feel that my English pronunciation is not good enough and I also don't know much English vocabulary ...)

Extract 2

(Student 2, 10/01/2023/No. 4)

"...yang membuat saya kesulitan berbahasa Inggris adalah kurangnya pengucapan bahasa inggris yang benar sehingga saya kurang kosa kata ..."

(...what makes it difficult for me to speak English is the lack of correct English pronunciation so that I lack vocabulary...)

Extract 3

(Student 3, 10/01/2023/No. 4)

"...masalah yang saya rasakan dalam belajar Bahasa Inggris ialah kurangnya kosa kata yang saya pahami sehingga saya sulit belajar Bahasa Inggris..."

(...the problem that I feel in learning English is the lack of vocabulary that I understand so it is difficult for me to learn English ...)

Extract 4

(Student 4, 10/01/2023/No. 4)

"...saya kurang kosa kata sehingga saya susah belajar Bahasa Inggris..."

(...I lack vocabulary so it's hard for me to learn English ...)

Extract 5

(Student 5, 10/01/2023/No. 4)

"...saya kesulitan berbicara Bahasa Inggris karena saya jarang membaca sehingga saya kurang kosa kata ..."

(...I have difficulty speaking English because I rarely read so I lack vocabulary ...)

Extract 6

(Student 6, 10/01/2023/No. 4)

"...saya tidak bisa belajar berbicara bahasa inggris karena pengucapan kosa kata saya kurang..."

(...I can't learn to speak English because my vocabulary is less pronounced ...)

Extract 7

(Student 7, 10/01/2023/No. 4)

"...pengaruh penggunaan bahasa ibu yang menjadi kendala saya dalam belajar Bahasa Inggris..."

(...the influence of the use of the mother tongue which became my obstacle in learning English ...)

Extract 8

(Student 8, 10/01/2023/No. 4)

"...yang saya alami dalam belajar Bahasa Inggris ialah pengaruh penggunaan bahasa ibu dikarenakan saya dari dulu selalu menggunakan bahasa ibu ..."

(...what I experienced in learning English was the influence of using my mother tongue because I always used my mother tongue from the beginning ...)

Extract 9

(Student 9, 10/01/2023/No. 4)

"...saya susah berbicara Bahasa Inggris karena lingkungan yang kurang mendukung sehingga saya pengaruh penggunaan bahasa ibu..."

(...I find it difficult to speak English because the environment is not supportive so I am influenced by the use of my mother tongue ...)

Extract 10

(Student 10, 10/01/2023/No. 4)

"...saya tidak bisa belajar Bahasa Inggris karena kurangnya pengetahuan terhadap topik yang mau saya bicara ..."

(...I can't learn English because of lack of knowledge of the topic I want to talk about ...)

Extract 11

(Student 11, 10/01/2023/No. 4)

"...iya saya kurang pengetahuan terhadap topik karena saya jarang membaca sehingga ketika saya mau belajar Bahasa Inggris saya kesulitan topik..."

(...yes, I lack knowledge of the topic because I rarely read so when I want to learn English, I have difficulty with the topic ...)

Extract 12

(Student 12, 10/01/2023/No. 4)

"...saya terkendala topik dalam belajar Bahasa Inggris karena kurang pengetahuan Bahasa Inggris..."

(...I am constrained by topics in learning English because of a lack of knowledge of English ...)

From the results above, it is clear that students' difficulties with English are a result of their language difficulties. This is due to the fact that the majority of them lack vocabulary, are influenced by speaking in their native tongue, have nothing to say, and are ignorant of the subject.

2. Teachers' strategies in dealing with the students' difficulties

The researcher used interviews in this area to get information on how teachers cope with challenging kids. This interview was a one-on-one conversation. The researcher spoke with three English teachers on their methods for instructing speaking in English. The outcome of the teachers' interview was presented in the descriptive text, which was followed by the teachers' statement's supporting information, which can be read below:

a. Part 1: "Identify the step of the teachers to begin their class including English speaking class"

The first question was "What was the first thing you did when teaching English speaking? From the result three informants give different statement.

The 1st informant:

" ... Hal yang pertama yang saya lakukan adalah pemberian ice breaking atau pemanasan sebelum belajar dengan mengulang materi yang dipelajari pada pertemuan sebelumnya. Selanjutnya hal pertama yang biasanya saya berikan kepada siswa adalah pemberian motivasi belajar, hal ini motivasi bahwa Bahasa Inggris itu memang sulit karena bukan bahasa kita..."

(...I started out by giving an icebreaker or warming up before studying by reviewing the information from the prior meeting. Additionally, I normally start out by motivating my students to learn by emphasizing that English is challenging because it isn't their first tongue....)

The 2nd informant:

“...Mengajar Bahasa Inggris jadi hal pertama yang saya lakukan itu bicara memakai Bahasa Indonesia dahulu lalu saya tambahkan memakai bahasa inggris agar siswa tidak terlalu bingung dengan memakai Bahasa Inggris full, jadi harus ada campuran 50% Bahasa Indonesia, 50% Bahasa Inggris ...”

(...Teaching English so the first thing I did was speak in Indonesian first and then I added using English so that students weren't too confused by using full English, so there had to be a mix of 50% Indonesian, 50% English...)

The 3rd informant:

“...sebagai guru, tentunya memberikan contoh dan sebagai fasilitator bagi siswa bagaimana mengucapkan kata dalam Bahasa Inggris yang benar dan tepat. Tentunya saya sebagai guru yang telah mengajar Bahasa Inggris selama beberapa tahun dan memiliki pengalaman sebagai fasilitator bagi siswa mampu memberi contoh atau pengucapan kata dalam Bahasa Inggris yang tepat...”

(...as a teacher, of course, giving examples and as a facilitator for students how to pronounce words in English that are correct and appropriate. Of course, I am a teacher who has taught English for several years and have experience as a facilitator for students to be able to give examples or the proper pronunciation of words in English....)

From the data above, the researcher then concluded that the first thing the English teacher did before starting the English-speaking class was to prepare the material that would be needed by the students after that create a fun situation by providing ice breaking using teaching materials from the previous material. meeting, providing positive motivation or affirmation so that students are no longer afraid and anxious, besides that also providing 50% Indonesian, 50% English or being a good facilitator for students in speaking how to say words in English, and finally giving students chance to try.

The second question was “Do you teach English according to the syllabus and lesson plan?”

The 1st informant:

“...Iya, saya ikut silabus dan RPP, dan sebenarnya tergantung situasi kalau pada saat itu mengharuskan saya untuk keluar dari silabus dan RPP, kenapa tidak untuk mencapai tujuan pembelajaran yang harus di capai oleh siswa...”

(...Yes, I participated in creating the lesson plan and curriculum; however, it varied depending on the circumstances. Why not accomplish the learning objectives that the students needed to reach if it meant that I had to abandon the syllabus and lesson plan at that point?)

The 2nd informant:

“...iya, karena rencana pembelajaran akan membuat proses pembelajaran jadi lancar, sesuai dan tertata karena sudah ada planning yang kita buat memakai silabus...”

(...Yes, because we already have a plan that we construct utilizing the syllabus, which will make the learning process efficient, appropriate, and organized. ...)

The 3rd informant:

“...Tentu saja sebagai guru saya berpanduan dengan syllabus dan PPT dengan adanya RPP, saya bias menyiapkan bahan mengajar bagi siswa sesuai dengan apa yang telah ada dalam lesson plan...”

(...Of course, as a teacher, I am guided by syllabus and PPT with lesson plans, I can prepare teaching materials for students according to what is already in the lesson plan. ...)

We can infer from the teachers' responses that they all used in some capacity based on the aforementioned data. They adhere to the syllabus and lesson plan, but occasionally they need to make improvements based on the demands of the students and the needs of the class.

The third question was: “Please mention the materials that you teach and what kind of qualification must be achieved by the students based on the syllabus and RPP you spell before?”

The 1st informant:

“...Puisi dan cerita pendek mereka membuat sendiri dengan imajinasi mereka. Untuk cerita pendek mereka menceritakan pengalaman atau sebuah cerita fiksi yang mereka buat sendiri dengan mengikuti struktur kebahasaan dan ciri-ciri cerita pendek...”

(...Their imaginative works, such as poems and short stories, are original. For short stories, they describe their own creations or actual experiences while adhering to the grammatical rules and conventions of short stories. ...)

The 2nd informant:

“...Materi yang saya ajarkan sebenarnya lebih berfokus ke vocabulary. Contoh materi yang berfokus pada vocabulary ini adalah seperti materi dengan tema introducing, mereka akan memperkenalkan diri tentu siswa akan mempersiapkan kosa kata maka dengan hal ini agar siswa ada tambahan kosa kata karena pada dasarnya dalam Bahasa Inggris ketika sudah fatal di vocabulary itu susah untuk maju...”

(...The content I teach actually puts more of an emphasis on vocabulary. Examples of vocabulary-focused materials include those with the theme of introducing themselves; naturally, students will prepare vocabulary so that in this way, students have additional vocabulary because, generally speaking, in English, it is difficult to improve when one has a low vocabulary. ...)

The 3rd informant:

“...materi pelajaran yang saya ajarkan yaitu deskriptif text material kualifikasi atau yang siswa dapatkan dan terima yaitu siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks descriptive terkait orang, benda, benda dan tempat sesuai dengan konteks penggunaannya. Kemudian disesuaikan dengan siswa dapat mengkomunikasikan secara lisan dan tulisan teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya....”

(...The subject matter that I teach is descriptive text qualifying material or what students get and receive, namely students can identify social functions, text structures and linguistic elements in descriptive texts related to people, things, objects and places according to the context of their use. Then it is adapted to students being able to communicate orally and in writing texts and appropriate linguistic elements according to the context of their use....)

From the result above we can see if the teachers' in their speaking class used different materials in learning English but focused on how to solve the main problem from the students by adding students' vocabulary and improving students pronunciation.

b. Part 2: "Identified the learning approach system used by the teachers"

The fourth question was "Which one of the learning approaches do you use (students-centric approach or teachers-centric approach?"

The 1st informant:

"...Sebenarnya pendekatan yang saya pakai yakni 50%: 50% karena misalnya dalam satu pertemuan itu penjelasannya butuh penjelasan panjang lebar dari guru berarti pada pertemuan itu berpusat pada guru nah setelah di jelaskan panjang lebar masuk ke pertemuan berikut mereka sudah waktunya kerja tugas jadi pertemuan tersebut sudah berpusat pada siswa..."

(...Actually, I take a 50%: 50% approach because, for instance, in one meeting, the teacher must give a lengthy explanation, making it a teacher-centered event. Learning ...)

The 2nd informant:

"...tentu saya memilih pendekatan yang berpusat pada siswa, karena jika kita tidak ada pendekatan dengan siswa kadang membuat siswa canggung untuk bertanya, karena kalau kita bias dekat mungkin kita bias tau apa yang siswa suka dan tidak suka..."

(...Naturally, I went with a student-centered approach because, without one, it can be difficult for students to ask questions, and if we can build a relationship with them, we might be able to learn what they like and don't like....)

The 3rd informant:

"...The learning approach yang saya gunakan yaitu teacher centered approach..."

(... The learning approach that I use is a teacher-centered approach ...)

From the results above we can see the learning approach used by teachers to their students using a student-centered approach, namely teacher centered

The fifth question was: "Why did you choose that approach?"

The 1st informant:

"...Karena dalam mengajar tentu di butuhkan peran guru terlebih dahulu dalam menjelaskan materi barulah kemudian siswa ikut terlibat di dalamnya jadi saya kira 50: 50 ..." (...Because in teaching, of course, the role of the teacher is needed first in explaining the material and then the students are involved in it, so I think its 50: 50..."

(...Since the teacher's role in teaching is obviously necessary to explain the material before students participate, I believe that a 50:50 split is appropriate. (...Because in instruction, of course, the teacher's role is necessary first in elucidating the material and then the students are involved in it, so I believe it is a 50:50 split. ...)

The 2nd informant:

“...karna siswa kalau kita tidak tau selanya mungkin membuat siswa jadi malas untuk belajar, saya ambil contoh dari guru sebelumnya dia di mata pelajaran Bahasa Inggris selalu bolos, semenjak saya coba mendekatkan diri ke siswa tersebut dan coba memahami apa kesulitan dan kemauannya akhirnya saya bisa membuat dia tidak bolos lagi...”

(...because students, if we don't know the gaps, might make students lazy to study, I took an example from the previous teacher. In English subjects, he always skipped classes. he doesn't miss anymore...)

The 3rd informant:

“...saya memilih itu learning approach yaitu teacher centered approach karena siswa harus diberikan penjelasan terlebih dahulu tentang materi yang akan dipelajari. Karena the teacher centered approach merupakan pendekatan proses pembelajaran yang menempatkan peserta didik sebagai sosok yang menjadi subjek pembelajaran...”

(...I chose the learning approach, namely the teacher centered approach because students must be given an explanation in advance about the material to be studied. Because the teacher centered approach is a learning process approach that places students as a figure who is the subject of learning...)

From these results, we can see whether the dominant English teacher uses is student-centric approach. Based on the data above also it can be concluded that the reason the teacher uses a student-centric approach because that English speaking is a skill that must be applied by students, in this case, students must be active so that they can experience their learning to speak English

The sixth question: “What are the students’ difficulties that you encounter in English class, including English speaking class?”

The 1st informant:

“...Kesulitan yang dialami siswa adalah mereka sulit mengungkapkan apa yang ada di pikirannya, mereka mau menyampaikan misalnya ada pendapat tapi tidak tau apa bahasanya Inggrisnya. Siswa yang kurang percaya diri, mereka yang takut melakukan kesalahan karena takutnya pas ngomong di tertawakan atau di ledek sama teman-temannya...”

(...Students struggle because they find it difficult to communicate what is on their minds; for instance, they have an opinion but don't understand what English is. Students who lack self-confidence, those who are afraid to make mistakes out of concern that their friends will make fun of them when they do ...)

The 2nd informant:

“...masih ada beberapa siswa tidak bisa berbicara Bahasa Inggris, dan tidak terlalu fasih dalam penyebutan kosa kata dan terkadang ada juga siswa selalu salah dalam penulisan bahasa Inggris ...”

(...there are still some students who cannot speak English, and are not very fluent in pronouncing vocabulary and sometimes there are also students who always make mistakes in writing English ...)

The 3rd informant:

“...tentu saja ada beberapa kesulitan yang dihadapi siswa dalam proses kelas Bahasa Inggris. Yang pertama, kurangnya pengetahuan tentang kosa kata. Siswa yang kurang mengetahui beberapa kosa kata dalam bahasa Inggris hingga siswa yang jarang membawa kamus merupakan salah satu kesulitan yang dihadapi siswa. Yang kedua, takut melakukan kesalahan. Seringkali siswa merasa takut menjawab dan kurang percaya diri. Yang terakhir, malu jika menjadi bahan yang ditertawakan oleh teman. Ini yang menjadi sangkut paut seperti kesulitan sebelumnya yaitu kurang percaya diri...”

(...of course, there are some difficulties faced by students in the English class process. The first, lack of knowledge about vocabulary. Students who do not know some vocabulary in English so that students who rarely carry a dictionary is one of the difficulties students face. Second, fear of making mistakes. Often students feel afraid to answer and lack confidence. Finally, it's embarrassing to be laughed at by friends. This is related to the previous difficulty, namely lack of self-confidence...)

From the data above, the researcher then concluded that based on the teacher's observations that students had problems speaking English in class. Among them are problems with being passive in speaking English, anxiety, fear of being laughed at because of students' lack of pronunciation, and fear of being laughed at. So, based on the teacher's observation of students' speaking problems, several teacher strategies were applied in class.

The seventh question was “What are your strategies for dealing with these students' difficulties?”

From the result, three informants have almost the same way of dealing with students' speaking problems.

The 1st informant:

“...Strateginya adalah banyak-banyak memberi latihan kosa kata kepada siswa, contohnya ketemu satu text mereka mengumpulkan kata-kata sulit di tulis pada bukunya atau bisa di sebut kamus minimnya masing-masing siswa dengan mengumpulkan semua kata yang siswa tidak tau dalam text kemudian di terjemahkan cari artinya biar mereka tahu apa dan bagaimana alur text tersebut jadi siswa paham textnya dan tambahan kosa kata juga dapat. Dalam mengajar juga saya menggunakan kalimat atau intruksi yang mudah di pahami jadi kadang saya ketika mengajar menggunakan bahasa yang di campur antara Bahasa Indonesia dan Inggris hal ini agar siswa paham apa yang saya jelaskan...”

(...The approach is to provide students with numerous vocabulary exercises. For instance, when they encounter a text, they might collect challenging words to write down in their books, or you might refer to these as mini dictionaries for each student by gathering all the unfamiliar words in the text and having them translated. meaning for them to understand what and how the text flows so that students can comprehend the text and also pick-up new vocabulary.

Sometimes when I teach, I use a mixed language between Indonesian and English so that students will understand what I am explaining. I also use simple sentences or instructions. ...)

The 2nd informant:

“...saya akan membuat siswa agar tidak tertekan dalam pembelajaran Bahasa Inggris, sehingga saya akan membuat mereka kayak nyaman dan menjadi diri sendiri dalam proses pembelajaran Bahasa Inggris, dari situ mulailah mereka lebih percaya diri dan lebih tidak malu-malu lagi untuk mengajukan penempatannya masing-masing...”

(...I will make students not be pressured in learning English, so I will make them feel comfortable and be themselves in the process of learning English, from there they will start to be more confident and not shy anymore to submit their respective opinions....)

The 3rd informant:

“...tentu saja saya sebagai guru mempunyai strategi untuk mengatasi kesulitan siswa tersebut. Yaitu dengan membagi mereka menjadi beberapa kelompok kemudian memberi tugas kelompok. Strategi tersebut dari beberapa pengalaman saya sebagai guru, dapat mengatasi kecemasan dan kurang percaya diri mereka terutama dalam kecemasan berbicara...”

(...of course, I as a teacher have a strategy to overcome these student difficulties. Namely by dividing them into several groups and then giving group assignments. Based on my experience as a teacher, this strategy can overcome their anxiety and lack of confidence, especially in speaking anxiety...)

The researcher then concluded based on the data above, that the teacher focused on the main problem of students' difficulties in speaking English so that the teacher focused on solving the lack of vocabulary and lack of pronunciation in class. The first informant used a dictionary by involving students directly in finding vocabulary that was difficult to understand, then listing it complete with its meaning, then the second informant divided into groups and each searched for vocabulary, and finally the third informant used repetition of words. words using spoken reading of English texts.

The eighth question “What are the steps in the speaking strategy you used?”

The 1st informant:

“...Sebelumnya saya mengarahkan untuk membuat kamus mini pada setiap kelas Bahasa Inggris sehingga jika siswa menemukan kata yang sukar mereka pahami mereka tulis dalam bentuk list kemudian cari arti dari kata tersebut kemudian dihafalkan...”

(...I used to be told to create a mini dictionary for every English class so that when students encounter a word they don't understand, they can write it down in the form of a list, look it up online, and then memorize it....)

The 2nd informant:

“...langkah-langkahnya mungkin perbanyak kosakata, jadi pela-pelan bias paham dengan sendirinya jika kita bias lebih banyak tahu kosa kata Bahasa Inggris ...”

(...the steps might be to increase vocabulary, so slowly we can understand by ourselves if we can know more English vocabulary ...)

The 3rd informant:

“...Sebagai guru, ada beberapa langkah atau cara yang saya gunakan dan terapkan dalam strategi berbicara yang pertama, yaitu menerapkan untuk menghafal beberapa kosakata baru di tiap waktu dengan menghafal dan mengetahui kosakata baru, membuat saya mengetahui kosakata baru dalam strategi berbicara. Yang kedua, menggunakan bahasa yang mudah dipahami. Dan yang terakhir, sering berlatih. Dengan berlatih berbicara dan mengolah kata dalam berbicara, membuat saya lebih percaya diri dalam strategi berbicara...”

(...As a teacher, there are several steps or methods that I use and apply in the first speaking strategy, namely applying to memorize some new vocabulary every time by memorizing and knowing new vocabulary, making me know new vocabulary in speaking strategy. Second, use language that is easy to understand. And lastly, practice often. By practicing speaking and managing words in speaking, it makes me more confident in speaking strategies...)

From the data above we conclude that teachers have different ways as their strategy in dealing with student difficulties, to further strengthen the teacher's statements in dealing with students' speaking problems.

The information presented above leads to the conclusion that teachers use a variety of efficient techniques to help their students' speaking abilities. The regular teaching method by Ms. Ratnawati, the mini-dictionary by Ms. Hajrah, and the role-play by Ms. DIAN are the techniques that English teachers frequently employ. They employed the techniques or procedures used by the first teacher, Ms. Ratnawati, in teaching speaking English using the conventional teaching methodology with the first step procedure of giving texts, such as recount texts, while students read the entire text then look for at least 10 words that are difficult or don't know the meaning, written and interpreted with the aid of a dictionary. In addition to looking through the students' dictionaries, they are also instructed to engage in conversation with one another.

DISCUSSIONS

The researcher gathered the information to categorize the conclusion of the response from the student questionnaire and the teachers' strategies in the interview in accordance with the results of the questionnaire and interview. The following explanations were provided:

1. The difficulties faced by the students in speaking English at MA Nurhidayah Bontomanai Sapaya Gowa.

According to the research's findings, students struggle with a variety of issues, including fear of making mistakes, low self-esteem, anxiety, lack of motivation, shyness around ridicule and criticism, lack of vocabulary, silence, poor pronunciation, ignorance of the subject matter, feeling insecure and depressed, and lack of topical knowledge. Based on the literature review by Ur (1996), the researcher will discuss the students' difficulties learning to speak English. These difficulties come from both a linguistic and psychological perspective.

First, there are psychological issues, where students worry about making mistakes, lack of confidence, anxiety, and shyness. Students admit that they are afraid to speak because they are afraid that their friends will tease them if they speak English incorrectly because their pronunciation is poor and there are still too many vocabularies that they do not know because according to their knowledge of their English, i. According to what the teachers said in the interview, the students were anxious because they didn't know how to pronounce the words and were concerned about using the wrong grammar. The other students acknowledge that they lack inspiration from their surroundings.

Students admitted that their primary difficulty speaking English is a lack of vocabulary, so when asked about the second language issue, they gave the response that this is primarily their problem. This issue is also consistent with Hinkel's (2005) assertion that communication issues arise when students come across words they do not comprehend. Due to their limited vocabulary, students often choose to remain silent when they encounter unfamiliar words or words, they don't even know the definition of. The students acknowledged that poor pronunciation is one of the major issues with their English speaking, which is the other language issue. They acknowledge that anxiety, fear, and shyness are real.

Thus, in order to reduce current issues, a teacher's strategy is required based on the results of the students' difficulties above. "Teaching strategy" is defined by Hamruni (2009) as "a plan, method, or series of activities designed to achieve specific educational goals." As a result, teachers are now expected to better prepare themselves before entering the classroom by having a set of learning tools ready along with teaching strategies that will help students meet their learning objectives.

2. The strategies are used by the English teachers in dealing with students' difficulties at MA Nurhidayah Bontomanai Sapaya Gowa

Based on the research's findings, the researcher concluded that each English teacher uses a different approach to help students learn in English-speaking classes. According to Sudjana (2005) and Hamruni (2009), who both define teaching strategy as "a plan, method, or series of activities designed to achieve certain educational goals," a strategy is seen as a plan or as a set of explicit intentions that precede and regulate actions. In order to control actions and achieve learning objectives, a variety of plans, methods, and activities are used in the teaching and learning process.

The first is identifying the pre-class procedures followed by the instructors, including those for English-speaking classes. According to the results of the interview, English teachers at MA Nurhidayah Bontomanai Sapaya Gowa said that the first thing they do when teaching speaking is to prepare the material that the students will need. Then, in the class, before the class began, first give the students motivation to have the courage to interact. The other teacher also started the speaking class by warming up in the form of giving ice breaking so that students recalled the material that had been.

The learning approach system is the second one. According to the research findings, English teachers prefer using student-centric learning because it gives students the chance to practice their speaking skills because speaking is a skill that must be learned and applied by the students themselves. By putting the focus on students, students will get first-hand experience in learning so that students will be more active. According to Ur (1996:120), the characteristics of effective speaking include learners speaking a lot. The informant contends that speaking must be used by the students themselves in order for them to gain experience in speaking if he uses 80% student-centered learning and 20% teacher-centered learning. According to Ur (1996), students should aim for the following.

The third is known student-teacher communication issues. According to the results of the interviews, the English teachers discovered that their students struggle with speaking in class. In spite of wanting to express themselves or respond to questions, students find it difficult to do so due to a variety of issues, including poor pronunciation and a lack of vocabulary knowledge. As a result, the majority of students find themselves anxious, fearful of making mistakes, fearful of ridicule, and lacking in motivation to get better.

The fourth section identifies the strategies teachers employ and the steps they take to address students' difficulties. Based on the research's findings and the claims made by the English teachers, it appears that the regular teaching method (Ms. Ratnawati), the mini dictionary (Ms. Hajrah), and role play (Mrs. Dian) are the most frequently employed English teaching strategies. The following term describes the manner or steps of the strategies employed by the teachers:

a. Regular teaching method

- 1) Step 1: The teachers give the text to the students.
- 2) Step 2: Each student reads the entry text, and the teacher instructs them to search for at least 10 words that are challenging or whose meanings they do not know.
- 3) Step 3: The students read, searched for, and discussed information with one another while writing and interpreting it with the aid of a dictionary.
- 4) Step 4: Learn the vocabulary and attempt to comprehend the meaning of any previously discussed texts.

b. Mini dictionary

- 1) Step 1: Before the learning process begins, the teacher instructs the students to create a mini dictionary using a mini notebook.
- 2) Step 2: The teacher presents a text to the class to introduce the material before asking them to find any words they are unsure of.
- 3) Step 3: The teacher instructs the class to write down the words in their personal, by the students' hands, made mini-dictionaries before looking up the word's definition and pronunciation.
- 4) Step 4: Finally, memorize the vocabulary.

c. Role Play

- 1) Step 1: The teachers directing the students to pair up about 2 people
- 2) Step 2: The teacher tells the students to make a dialogue or monologue.
- 3) Step 3: Inviting students to play the dialogue or monologue in front of the class.

If we examine the teachers' strategies mentioned above, it turns out that Ms. Ratnawati and Ms. Hajrah actually used the same strategies but in different ways. The second informant mentioned using a mini dictionary, whereas Ms. Ratnawati claimed to use conventional

teaching techniques. The teaching method differs from that advocated by Klippel (1984), who lists a number of strategies and activities that can be used in English-speaking classes, including the use of jigsaw puzzles, group interviews, and ordering by using pictures to describe so that students are interesting to display and express themselves, as well as making suggestions for different ways to directly involve students in speaking class activities.

The final step is to decide what the teacher should do next if the student still hasn't mastered the lesson's objective. According to the results, the English teacher at Ma Nurhidayah Bontomanai Sapaya Gowa gives remedial material based on explaining material that students find challenging in class when they do not meet their learning objectives. On the other hand, incentives and rewards are provided to encourage students to work harder to meet the predetermined learning goals.

CONCLUSIONS

Based on the findings and discussion in the previous chapter, the researcher concluded that students' difficulties were influenced by two aspects, namely psychological aspects and language aspects. Twelve class X and XI students of MA Nurhidayah Bontomanai Sapaya Gowa admitted that they had difficulty speaking English for several reasons, namely because students were worried about making mistakes and felt anxious due to lack of vocabulary, lack of pronunciation, and lack of topic knowledge, sometimes students wanted to try speaking. but hindered by the lack of vocabulary and messy pronunciation on the other hand because the topics discussed cannot be understood students continue to feel insecure and afraid in trying to speak English in class to appear in front of their class by speaking English and the last students do not have the motivation to fix it.

Therefore, in order to learn English, teachers must develop strategies to help their students overcome their challenges. The teachers' methods for teaching English speaking are as follows: first, they prepare the material in accordance with the lesson plan and syllabus; next, they motivate the class to learn by giving encouraging feedback so that students are less afraid to make mistakes and more willing to try practicing speaking; finally, they provide icebreakers or warm-up exercises before teaching by reviewing the material covered in the previous class. Since the teachers used various resources, so are the certifications they hope to obtain. Because using a student-centered approach was more common among English teachers when choosing a learning approach system for English-speaking instruction.

The teachers identified several issues that students have when speaking English, including a lack of vocabulary, anxiety, a fear of making mistakes in pronunciation, and a lack of drive to get better. The teachers also developed various methods as their strategies for teaching speaking as a result of these challenges, including the regular teaching method while serving as a good model that students can imitate, creating a mini dictionary while explaining each step in simple words, and the final role play using dialog or monologue where students can perform or play it in front of the class while the other activity is memorizing vocabulary through repetition of.

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