AN ANALYSIS OF STUDENTS' PROBLEMS IN SPEAKING ENGLISH

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah siswa mengalami kendala dalam berbicara bahasa Inggris pada aspek masalah bahasa dan masalah psikologis, untuk mengetahui penyebab terjadinya masalah dalam berbicara bahasa inggris dan cara siswa mengatasi permasalahannya dalam berbicara bahasa inggris di SMAN 1 Semparuk. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Teknik pengumpulan datanya adalah teknik komunikasi langsung dan teknik komunikasi tidak langsung. Pengumpulan data dilakukan dengan menggunakan kuesioner terbuka dan pedoman wawancara. Subyek penelitian ini adalah siswa kelas XI IPS III SMAN 1 Semparuk tahun ajaran 2022/2023 yang jumlah siswanya berjumlah 32 orang. Kuesioner terbuka dibagikan kepada 32 siswa, sedangkan wawancara semi terstruktur dilakukan terhadap 7 siswa untuk menguatkan data. Untuk menganalisis data, peneliti menggunakan analisis tematik. Temuan penelitian menunjukkan bahwa siswa mengalami kesulitan dalam berbicara bahasa Inggris, terutama dalam pengucapan, kosa kata, dan gugup ketika berbicara di depan kelas. Penyebab kesulitan tersebut adalah takut ditertawakan teman, kurang percaya diri, sering menggunakan bahasa ibu atau bahasa daerah, dan keterbatasan kosakata. Mereka mempunyai motivasi yang besar dalam belajar bahasa Inggris seperti ingin pergi ke luar negeri dengan berbagai minat, sehingga dapat mendorong siswa untuk mengatasi permasalahan tersebut. Siswa juga cenderung aktif berpartisipasi ketika merasa didukung oleh upaya guru dalam menciptakan suasana belajar yang menyenangkan seperti interaksi menggunakan kuis atau tanya jawab. Dalam mengatasi kesulitan berbicara bahasa Inggris siswa berinisiatif bertanya kepada guru, memanfaatkan kamus bahasa Inggris untuk mengikuti pembelajaran, dan memberikan respon seperti upaya strategi pembelajaran dengan penggunaan media gambar, guru perlu mendukung upaya siswa tersebut dengan cara memberikan arahan dan bimbingan yang tepat.

Kata Kunci: Studi Deskriptif, Masalah Siswa, Berbicara Bahasa Inggris.

Abstract

This research aimed to determine whether students experience problems in speaking English in language problems and psychological problems aspects, to find out the causes of problems in speaking English and how students overcome their problems in speaking English at SMAN 1 Semparuk. This research used a descriptive qualitative approach. The techniques of collecting data were direct communication techniques and indirect communication techniques. The data collection was collected with open-ended questionnaires and Interviews guidline. The subjects of this study were students of grade XI IPS III SMAN 1 Semparuk for the academic year 2022/2023 where the number of students amounted to 32 people. An open-ended questionnaire was distributed to 32 students, meanwhile semi-structured interviews were conducted with 7 students to corroborate data. To analyze the data, the researcher used thematic analysis. The research findings showed that the students had difficulty in speaking English, especially in pronunciation, vocabulary, and were nervous when speaking in front of the class. The causes of these difficulties are that they are afraid of being laughed at by friends, lack confidence, often use their mother tongue or local language, and limited vocabulary. They have great motivations to learn English such as wanting to go abroad with various interests, which can encourage students to overcome this problem. Students also tend to be active in their participation when they feel supported by the teacher's efforts to create a pleasant learning atmosphere such as interaction using quizzes or questions and answers. In overcoming the difficulty of speaking English students take the initiative to ask the teacher, utilize the English dictionary to follow the course, and provide responses such as learning strategy efforts with the use of image

media, the teacher needs to support these students' efforts by providing appropriate direction and guidance.

Keywords: Descriptive Study, Students' Problem, Speaking English.

INTRODUCTION

Speaking abilities play a significant role in today's society, particularly when teaching a second language. Speaking is any process in which individuals exchange ideas, information, and feelings; hence, if one can communicate well, they will be suited to engage in social interaction with a wide range of people (Alawiyah, 2018). Speaking skills must be mastered to understand others to make good communication. This requires students to be able to communicate with other teachers or friends to share ideas and information or express their feelings. In conducting student speaking assessments, usually, several aspects must be measured, namely fluency, pronunciation, grammar, vocabulary, and comprehension (Duong, 2014).

Speaking English is very important in our daily lives. Speaking is an activity that can generate auditory signals to produce different verbal responses that the listener eventually acquires (Bygate, 1987 cited in Leong & Ahmadi, 2017). The ability to speak English is more crucial than any other skill since speaking a foreign language demonstrates knowledge. Speaking can be a useful and valuable skill then it can help to contribute in the classroom as well as the school environment.

Many high school students still feel uncomfortable speaking English in class today. Students still struggle to speak English fluently, despite having studied the language from elementary school through high school (Musthafa, 2001, cited in Riadil, 2020). The majority of them only use English sometimes. They occasionally converse with their teachers in English. In the course of learning, some pupils also converse in English with certain pals. Then there is the issue of EFL professors complaining about how many students in English-speaking classes do not participate actively (Abadi, 2015 referenced in Riadil, 2020).

There are various components that go into speaking. Vocabulary, grammar, fluency, pronunciation, and accuracy are typically regarded as the most crucial elements of speaking (Duong, 2014). Each function of vocabulary is useful and plays a part in accurately describing objectives, courses of action, and subject matter (Bustari et al., 2017). Grammar is a system of language rules or a way to arrange or combine words into

sentences that contain complex meanings. Grammar is a way used to compose or form sentences in writing from different words (Sadiah & Royani, 2019). Pronunciation is a sound that includes proper articulation and has sound features consisting of voice, voice settings, aspirations, and stress (Bustari et al., 2017). A sign of fluency is when people speak fluently or quickly enough with no stops, for example, issuing the word "ums" or "ers". Fluency is also a situation where the speaker already knows what they are going to talk about so they don't spend time looking for words to express (Utami, 2018). Accuracy includes the capacity to use grammar, vocabulary, and pronunciation in a variety of contexts, take into account fluency, and maintain a conversation (Gower et al., 1995, quoted in Derakhshan et al., 2016).

Of the other four skills that students must master, speaking is regarded as one of the most challenging. Difficulties in speaking can have an effect on psychological problems and language problems. On language issues, students will not want to say anything. They also often use their mother tongue at school. Students feel it is natural to use their mother tongue is if the teacher is not urgent to use English in class (Leong and Ahmadi, 2017When it comes to the psychological issue, students are hesitant to use English because they are too shy to speak in front of the class and worried that their interlocutor will make fun of their classmates. Students are afraid that their peers will make fun of them if they speak up when nothing has improved and that the teacher will correct them or criticize them (Fauzan, 2004). This has a significant impact on the learning process and needs to be understood as the solution in order to address the issue.

This research has been the subject of prior studies. A study entitled "An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School" was conducted by Rahayu in 2015. Nineteen students in the eighth grade made up the study's participants. The findings indicated that the environment, which is less supportive of not using English like human resources who still lack the awareness to apply English, is the biggest challenge faced by students. Fear of making mistakes, shyness, and lack of confidence are the psychological factors. The reasons include a lack of knowledge of grammar rules, a limited command of vocabulary, and the use of one's mother tongue.

Role-playing, drilling, brainstorming, and motivating the students are techniques that English teachers can use to address speaking issues (Widyasworo, 2019). The study

"Speaking Performance and Problems Faced by English Major Students at A University in South Sumatera" was carried out by Jaya et al. in 2022. Sixty-seven students from the English study program at English University in south Sumatra who were enrolled in the fifth semester participated in this study. Anxiety and a lack of confidence are the two main challenges that students encounter. The lack of vocabulary, grammar, and pronunciation is another issue associated with linguistic challenges. Speaking is also influenced by feeling uncomfortable with difficult topics, anxiety, a lack of general knowledge, infrequent or unwilling use of dictionaries, and a dislike of reading.

The previous studies are a reference for researchers to get an idea of this research, also researchers have differences with previous research, namely location which is still far different from previous research and wanting to know solutions that can be done to overcome these problems from the student's view. Researcher feel interested in doing this research because it will be able to provide information about problems that students face when speaking English. This research is very useful for students and teachers in schools so that it will use as a reference to provide strategies and motivations for learning English which will be more interesting when learning to speak in the classroom.

This study aims to ascertain the extent to which students encounter language and psychological difficulties when speaking English, to identify the root causes of these difficulties, and to learn how students deal with these difficulties. This study is significant because it helps teachers and students to understand the issues and causes of speaking difficulties that students in the classroom encounter. Also, schools have never conducted this research. The appropriate approach can therefore be used by educators and students to solve these issues. The researcher hopes that this research will help students become more fluent speakers, which will facilitate classroom learning and impact the students' learning outcomes. Additionally, this study can provide readers with more knowledge and information about speaking difficulties.

METHOD

A qualitative methodology was used in this studyA descriptive study was used as the research design in this case. A method that seeks to uncover activities, processes, objects, facts of an event, and humans as they are in the present or with a possible period in the respondent's memory is descriptive research. This research was conducted at SMAN 1 Semparuk JL. H.Tauran A Majid, Semparuk District, Sambas Regency, West Kalimantan

Province. The study was conducted on July 17, July 18, and July 20. Students in grade XI IPS III SMAN 1 Semparuk for the academic year 2022/2023 served as the study's subjects. There were 32 students in this grade. Data collection must be known so that researcher get data that reaches the standard. Data collection was collected with open-ended questionnaires and Interviews. The open-ended questionnaire consists of 8 questions with a time of 1 hour. In this research, the researcher interviewed 7 students of grade XI IPS III who have filled out questionnaires and feel the level of difficulty in speaking English is higherIn this study, the validity of the data was examined using a credibility test. Among other methods, increased research persistence, extended observations, conversations with colleagues, triangulation, use of reference materials, negative case analysis, and member checks are used to test the veracity of the data or confidence in the data resulting from qualitative research (Sugiyono, 2016: 121).

Data that have been obtained from questionnaire responses and interviews that have been collected by the researcher were analyzed through the use of thematic analysis techniques. In this study, a thematic analysis was used to examine the data. A technique for finding, examining, and reporting patterns or themes in data is thematic analysis. This type of data analysis is extensively used in qualitative research, which places a strong emphasis on discovering and identifying broad themes or patterns in the data that has already been gathered and analyzed.

FINDINGS AND DISCUSSION

A. Research Findings

1. **Students experiencing problems in speaking the English language problems and psychological problems aspects**

    a. **The questionnaire**

    Based on the results of thematic analysis questionnaire responses using an inductive approach in find and code frequent themes:

(distributing questionnaires to participants)

This section describes students' responses regarding the difficulties students experience in aspects of language problems and psychological problems. Student responses in the open questionnaire focused on one domain. There are (1) difficulties experienced by students in speaking English in the aspect of speaking.

1) **The difficulties experienced by students in speaking English in the aspect of speaking**

In the experience of difficulties they experienced in speaking English, respondents said that there were still difficulties in pronunciation, from the responses of Mr.N, and Ms.I the difficulties they experienced in speaking English, namely:

> *Kesulitan yang saya alami ketika saya berbicara bahasa Inggris yaitu saya masih susah untuk melafalkan ketika berbicara bahasa Inggris. (Mr.N)*
> The difficulty I experience when I speak English is that I still find it difficult to pronounce when speaking English. (Mr.N)
> *Kosakatanya agak berbelit-belit dalam penyebutannya.(Ms.I)*
> His vocabulary is a bit convoluted in his pronunciation. (Ms.I)

The student finds it difficult to pronounce when he speaks English or pronounces vocabulary in English. Students can produce clearer language when speaking in pronunciation. It deals with phonological processes that refer to the grammatical component that consists of elements and principles that determine how varied sounds and patterns are in Language (Rahayu, 2015). Improving pronunciation in English is useful to improve communication and make speech clearer. The solution that can be used to

make pronunciation clear is to practice and learn from mistakes. As time goes by, his ability to speak will further improve.

b. **The Interview**

This section describes the difficulties experienced by students in aspects of language problems and psychological problems. Based on the results of the interview conducted by researchers at SMAN 1 Semparuk. Respondents' responses in interviews focused on one domain. They are: (1) Speaking English in Teaching and Learning Process.

(Interview process to participants)

1) **Speaking English in Teaching and Learning Process**

Next, students' responses regarding how they felt when asked to speak English in front of the class. Ms.R and Ms. D's responses were as follows:

> *Yang saya rasakan ketika diminta untuk berbicara bahasa Inggris kedepan kelas adalah saya merasa gugup keringat dingin, dan gelisah karena takut salah berbicara bahasa Inggris dikarenakan saya belum lancar berbicara Bahasa Inggris. (Ms.R)*
> What I felt when asked to speak English in front of the class was that I felt nervous, cold sweat, and anxious for fear of speaking the wrong English because I was not fluent in English. (Ms.R)
> *Ketika guru meminta saya untuk berbicara di depan kelas yang saya rasakan ialah grogi dan gugup sekali, jantung saya berdebar, saya takut salah dengan apa yang akan saya bicarakan. (Ms.D)*
> When the teacher asked me to speak in front of the class what I felt was groggy and nervous, my heart pounding, I was afraid that I would be wrong with what I was going to talk about). (Ms.D).

The responses of both individuals describe a common feeling felt by many when asked to speak in front of a class or generally in front of a

crowd. Ms. R's response described feeling nervous, cold sweat, and restless when asked to speak English in front of the class. This is a very common reaction when a person feels pressure to speak in public, especially in a language that is not their native language. Nervousness often comes from the fear that we will make mistakes or not be able to convey messages well in speaking English that is still not fluent. This feeling can cause the body to break out of cold sweats and agitated feelings. The characteristics of people with moderate anxiety are feelings of discomfort, voice changes, sweating, sensitivity, unconsciousness, back pain, and headaches (Indriyanti, 2023).

Then the response from Ms.D also felt a feeling similar to Ms. R, which was groggy and nervous when asked to speak in front of the class. Heart palpitations are one of the common physical symptoms of anxiety. Ms.D also expressed fear of mistakes in what she was going to talk about. This suggests that concerns about errors and uncertainty in speaking English can be a significant factor in bringing up feelings of grogginess. Both of these responses reflect common challenges encountered in public communication, especially where the language used is not the primary language used. This is said to be a normal condition when many people also feel nervous when they have to do something in front of an audience (Indriyanti, 2023). The more often we practice speaking in front of a crowd, the more confident we will be.

After responding to how they felt when asked to speak English in front of the class students gave feedback about English speaking practices that have been carried out in class and the difficulties they experienced, answers from participants Mr.A and Ms.R:

> *Praktek di dalam kelas yang pernah kami lakukan adalah dengan menghafal teks dialog yang telah diberikan oleh guru, kemudian maju ke depan kelas dengan teman sebangku, kesulitannya adalah menyebutkan kata apakah sudah benar atau belum, mengucapkan bahasa asing sangat sulit dilidah bagi saya karena perbedaan artikulasi antara bacaan dan cara pengucapannya. (Mr.A)*
>
> The practice in class that we have done is to memorize the text of the dialogue that has been given by the teacher, then come to the front of the class with a deskmate, the difficulty is to say the word whether it is correct or not, pronouncing a foreign language is very

difficult to tongue for me because of the difference in articulation between the reading and the way it is pronounced. (Mr.A)

Praktek berbicara bahasa Inggris yang pernah kami lakukan adalah berbicara bahasa Inggris berpasangan dengan teman sebangku ke depan kelas, biasanya disuruh menghafal dulu, kesulitannya adalah mengucapkan kata yang benar pelafalannya. (Ms.R).

The practice of speaking English that we have done is to speak English in pairs with classmates at the front of the class, usually told to memorize first, the difficulty is to pronounce the correct word. (Ms.R).

The response from Mr. A showed that he had experienced an experience where they practiced speaking by memorizing dialogue texts given by the teacher, then practiced in pairs. This is a common approach in language learning in many places. However, Mr. A also admits that pronouncing words correctly is challenging, especially in a foreign language, due to the difference between reading and pronunciation. When students try to say a word in English, they pronounce the word in an Indonesian way, which eventually produces strange sounds and makes the interlocutor misunderstand or difficult to understand what they are saying (Kondo &; Ratuwongo, 2023). A fairly common problem, students often have difficulty producing sounds that correspond to the language being learned.

The response from Ms.R also describes an approach that involves speaking English with a seatmate at the front of the class. The practice of talking to a partner is a good way to overcome the awkwardness of public speaking and to strengthen speaking skills in the target language. The main challenge, as Ms.R explains, is to pronounce the words correctly and pay attention to proper pronunciation. A common problem that often occurs, especially when the target language has sounds or pronunciation patterns that are different from the student's mother tongue. Students pronounce sentences with good structure and grammar, but listeners cannot understand what they are saying because they have different accents from their mother tongue (Kondo &; Ratuwongo, 2023). In both responses, the difficulty in pronouncing words correctly and the difference between writing and pronunciation reflect common challenges in language learning. The solution

to this problem is to practice often, make observations of foreign language sounds, and learn from tutors.

2. **The causes of problems in speaking English**

   a. **The questionnaire**

   Based on the results of the thematic analysis of the questionnaire responses use an inductive approach to finding and frequent theme coding: This section describes the causes of problems in speaking English. Student responses in the open questionnaire focused on two domains. They are (1) the causes of psychological problems in speaking English and (2) the cause of language problems in speaking English.

   1) **Causes of psychological problems in speaking English.**

   Students responded to how they participated in the English class in the open-ended questionnaire, namely:

   > *Saya berpartisipasi dalam pelajaran bahasa Inggris ketika di minta maju ke depan atau menjawab pertanyaan yang diberi oleh guru. (Ms.I)*
   > (I participate in English lessons when asked to come forward or answer questions given by the teacher. (Ms.I)
   > *Partisipasi saya ketika di dalam kelas yaitu, ketika guru bertanya saya akan menjawab sebisa saya, walaupun terkadang saya masih salah ketika menjawab atau berbicara dalam berbahasa Inggris. (Mr.L)*
   > My class participation is that when the teacher asks questions I will answer as best I can, although sometimes I am still wrong when answering or speaking in English. (Mr.L).

   Ms. I's response shows that she is more active in participating. She was willing when told to come to the front of the class to answer the questions given by the teacher. This shows that she tries to actively interact and speak in English which is a positive thing Also Mr.L's response is to participate by answering questions given by the teacher. However, he feels that his answers are sometimes wrong and his ability to speak in English is still not perfect. He strives to participate regardless of uncertainty about the correctness of his answers or his ability to speak. This becomes one of the problems if students do not participate in class, have little speaking time, and tend to dominate some learners, while others speak very little or not at all (Rahayu, 2015). Every student is different in their pace and way of

learning, so a teacher needs to choose appropriate and diverse strategies to ensure fair and productive participation in the classroom.

Next, the student responded about how they feel when asked to speak English, Ms.S and Ms.R expressed their responses towards open-ended questionnaires, namely:

> *Grogi / gugup. (Ms.S)*
> Groggy / nervous. (Ms.S)
> *Ketika diminta berbicara bahasa Inggris saya merasa gugup karena takut ditertawakan teman saya.* (Mr.R)
> When asked to speak English, I felt nervous for fear of being laughed at by my friends. (Mr.R).

Ms.S's response indicated that she felt groggy or nervous, while Mr.R replied that when asked to speak in English, she felt nervous for fear of being laughed at by her peers. Nervousness is a feeling that arises in situations in front of strangers, in public, or when speaking a foreign language to others. Nervousness can affect students' speaking ability to perform in English learning (Nurmasadah,. et al 2022). Anxiety is one of the things that can cause the learning process to be hampered, and this situation can also distract students so that they become unfocused. However, feeling nervous is normal and most people experience it. We can overcome it by often practicing speaking in front of others.

Furthermore, regarding students' feedback on their motivational and confident picture of the English language, Mr.R and Mr.A revealed their responses through an open-ended questionnaire, namely:

> *Saya mempunyai motivasi untuk belajar bahasa inggris karena saya ingin pergi keluar negri entah itu pergi liburan, bersekolah atau bekerja ke luar negri dan saya tidak percaya diri untuk berbicara bahasa Inggris karena saya malu dan takut salah. (Mr.R)*
> I have the motivation to learn English because I want to go abroad whether it's going on vacation, going to school, or working abroad and I don't feel confident speaking English because I am embarrassed and afraid of being wrong. (Mr.R)
> *Motivasi saya yaitu supaya saya bisa pergi keluarga negeri, dan bisa mendapat teman orang luar negeri sehingga saya percaya diri untuk berbicara dengan teman luar negeri saya (sahabat pena). (Mr.A)*

My motivation is so that I can go to my country family, and can make friends abroad so that I am confident to talk to my overseas friends (pen pals). (Mr.A).

Mr.R responded that his motivation for learning English was to go abroad for vacation, school, or work. A general motivation is that English is an international language. However, he also admitted that he still lacks confidence in speaking English for fear of making mistakes and embarrassment. The response from Mr.A also has the same motivation, which is to want to go abroad and have the ability to communicate with foreigners. In addition, he also wants to have foreign friends from different cultural backgrounds and interact with people from different countries. He points out that it's important to communicate across cultures to make our experience broader.

These two responses indicate that English is very important as an international or global language that is very useful for intercultural interaction and can be used all over the world. As the most widely used language, English takes an important role as a language for communication used in many sectors of life such as science, trade, business, technology, bilateral relations, and so on (Widyasworo, 2019). The responses from both participants can be concluded that they have the motivation and desire to speak English even though they still have challenges such as a lack of confidence and fear of being wrong. This can be overcome by learning from mistakes and continuing to develop self-confidence.

2) **Causes of Language Problems in Speaking**

Students' responses about the language they often use when in English class, namely:

> *Bahasa daerah (Ms.S)*
> Local language (Ms.S)
> *Bahasa daerah/Sambas (Mr.R)*
> Local language/Sambas (Mr.R)

Responses from Ms.S and Mr.R show that both often use regional languages in English classes. Schools where students come from the same area, tend to use the same language. In classrooms where most have the same mother tongue, they are more likely to use it (Swary, 2014). They feel unaccustomed to using foreign languages to talk to each other. This can also

happen if subject teachers do not urge them to use English during the learning process. However, this can also be said to be unique because it conducts language teaching by combining elements of local culture.

b. The Interview

This section describes the causes of problems speaking English. Based on the results of an interview conducted by researchers at SMAN 1 Semparuk. Respondents' responses in interviews focused on one domain. They are: (1) Causes Problems in Speaking.

1) Causes Problems in Speaking

Participants had some of the most frequent difficulties they experienced when speaking English and the reasons, for the participants' answers by Ms.S and Ms.N were as follows:

> *Kesulitan yang paling sering saya alami adalah memilih kosakata yang akan saya gunakan karena keterbatasan hafalan kosakata yang saya miliki. (Ms.S)*
> The difficulty I experience most often is choosing the vocabulary that I will use because of the limited memorization of the vocabulary I have. (Ms.S)
> *Kesulitan yang paling sering saya alami adalah menentukan kosakata yang akan saya bicarakan, karena minimnya kosakata yang saya ketahui dan hafal. (Ms.M)*
> The difficulty I most often experience is determining the vocabulary I will talk about, because of the lack of vocabulary that I know and memorize. (Ms.M).

Students' responses describe difficulties related to vocabulary and language use. From these responses, we can see that both face challenges in terms of vocabulary, but with slightly different focuses. The response from Ms.S stated that the most common difficulty experienced was choosing the vocabulary to use. This happens because she feels limited in remembering or memorizing vocabulary. She finds it difficult to find the right words to express the thoughts or ideas she has. Several factors cause students' difficulties in learning vocabulary, one of which is the number of words students need to learn is very large (Rohmatillah, 2014). Limitations in memorizing vocabulary can hinder fluency in speaking or writing.

Then the response from Ms.M stated that her main difficulty was in determining the vocabulary she should use. Ms.M felt that she still lacked

rote memorization of vocabulary and unknown vocabulary. This can limit her ability to choose the right words to speak. This can have an impact on the way she communicates with others. From both responses, it can be seen that both Ms.S and Ms.M have challenges in vocabulary use. Solutions to overcome the difficulties they face can involve increasing learning and practicing activities related to vocabulary. Vocabulary Memorization is a program that students can learn about the vocabulary of everyday expressions. The learning technique is to provide five vocabulary words and make sentences from these words, the goal is that students can memorize the correct pronunciation and increase student vocabulary (Rahayu, 2015).

3. **How do students overcome their problems in speaking English**

   a. **The questionnaire**

      Based on the results of the thematic analysis of questionnaire responses using an inductive approach in finding and coding frequent themes:

      This section describes students' responses to solutions to their English-language problems. Student responses in an open-ended questionnaire focusing on a single domain. They are (1) solutions:

   1) **Solution**

      Then, students' responses about what they did when they found it difficult to speak English during the learning process through open-ended questionnaire questions, namely:

      > *Bertanya kepada guru agar dapat mengatasi kesulitan yang saya hadapi. (Ms.D)*
      > Ask the teacher to overcome the difficulties I faced.(Ms.D)
      > *Yang saya lakukan adalah dengan cara menanyakan kepada guru apa yang kurang saya pahami. (Mr.R)*
      > What I did was to ask the teacher what I didn't understand. (Mr.R).

      The response given by Ms.D is more focused on asking for solutions or asking teachers to overcome the difficulties faced. This shows that Ms.D thinks by asking questions to the teacher she will get answers that aim to provide an understanding of the difficulties she is experiencing. On the other hand, the response given by Mr.R also said that he asks questions to the teacher when there are things that are not understood. This shows that Mr.R has a similar approach to Ms.D in dealing with learning difficulties.

Both show that confidently asking the teacher is a step towards overcoming difficulties in understanding the subject matter. In a learning process, students must dare to ask questions to increase understanding and overcome problems or obstacles.

Furthermore, student feedback on how they can improve their English speaking skills, Ms. R and Ms. I revealed their responses through an open questionnaire, namely:

> *Belajar supaya bisa berbicara bahasa inggris dgn benar dan baik. (Ms.R)*
> Learn to be able to speak English correctly and well. (Ms.R)
> *Belajar dari kamus bahasa Inggris atau les bahasa Inggris. (Ms.I)*
> Learn from an English dictionary or English tutoring. (Ms.I).

Ms. R's response shows that she is focusing on the general efforts made to improve her English speaking skills by learning to improve her speaking skills. Learning to speak English is the acquisition process of expressing feelings and thoughts by producing speech in oral communication with another person, or two or more people (Keith and Morrow, 1981 Cited in Swary, 2014). This may involve understanding proper pronunciation, understanding grammar, as well as practicing consistently. Meanwhile, Ms. I's response showed more specifically, namely that she learned to use an English dictionary or took an English lesson course to improve her English speaking skills. Using a dictionary can help in mastering vocabulary and understanding the meaning of words in various contexts.

By taking an English course, we can also get direct direction or guidance from experienced teachers. English courses can also be a place for students to learn more about vocabulary and how to apply it when having a conversation (Rifai., et al 2023). Both responses have something in common, namely with learning. However, some people may be comfortable with the general and independent approach described by Ms. R, while others may be more specific as advocated by Ms. I.

Furthermore, student feedback on what kind of learning strategies they think teachers can do to get students interested in learning and using English

in the classroom, Mr.E and Ms. I expressed their responses through an open questionnaire, namely:

> *Menggunakan media gambar. (Mr. E)*
> Using image media. (Mr. E)
> *Menggunakan metode gambar agar mudah dipahami oleh siswa. (Ms. I)*
> Using image method to make it easy for students to understand. (Ms. I).

Mr. E's response regarding learning strategies that can be done by teachers so that students are interested in learning and using English in class is to use image media. Mr. E feels that using image media can create a more pleasant atmosphere, increase student interest, and make students more active. Using image media can be by creating stories based on images, discussing images, etc. Using media is believed to build students' long-term memory due to visual influences. Meanwhile, Ms.I's response was also to use image media to make it easy for students to understand. Using image media can break down complex concepts into parts that are easier for students to understand and make students more creative. Image media can help teachers more easily deliver learning materials that will provide stimulus to increase student interest in learning (Muna., et al 2019).

2. The Interview

This section describes the solution that teachers use when students are involved in speaking English. Based on the results of an interview conducted by researchers at SMAN 1 Semparuk. Respondents' responses in interviews focused on one domain. They are: (1) solution:

1) Solution

Then, students' responses about the solutions that the teacher made to get students involved in speaking English.Responses from Ms.M and Ms.C participants during the learning process, how students engaged in speaking English.

> *Disaat pembelajaran berlangsung guru memberikan kuis dan tanya jawab kepada siswa agar proses pembelajaran tidak tegang dan membosankan.* (Ms.M)
> During learning, teachers provide quizzes and questions and answers to students so that the learning process is not tense and boring. (Ms.M)

Ketika proses pembelajaran berlangsung guru memberikan pertanyaan atau kuis yang kemudian dijawab oleh siswa menggunakan bahasa Inggris. (Ms.C)
When the learning process takes place, the teacher gives questions or quizzes which are then answered by students using English. (Ms.C).

Responses from Ms. M by giving quizzes and questions and answers to students can make the learning atmosphere more fun and make students more active. This can reduce boredom and tension, as well as encourage student participation. Meanwhile, the response from Ms. C also gave the same opinion as Ms.M, namely by giving quizzes and questions and answers to students. Giving quizzes using English in the learning process can help students practice and improve their English speaking skills. English in quizzes and Q&A can help students practice and improve their English speaking and understanding skills. Overall, these two responses suggest that giving quizzes can create a more active learning environment and can develop students' skills.

B. Discussion

Research questions about speaking English with difficulty are addressed, along with some potential solutions. According to the results of the questionnaires and interviews, which were presented in the findings, respondents provided accurate information about the extent to which students have difficulty speaking English in terms of both linguistic issues and psychological issues. The responses provided by the respondents described instances in which they had practiced speaking by memorizing the dialogue text provided by the teacher before speaking while conversing in pairs. When speaking or pronouncing vocabulary in English, students often struggle. This and earlier research are comparable (Jaya et al., 2022). Students have trouble pronouncing certain linguistic concepts. Students also understand that the distinction between reading and pronunciation makes it difficult to pronounce words correctly, particularly in a foreign language.

In their responses, students also mentioned that speaking in front of the class made them anxious, both for fear of making mistakes in what they were going to say and for fear of being made fun of by their peers. This sums up the typical reaction that many people have when asked to speak in front of a class or a larger group of people.

Nervoussness, a cold sweat, and restlessness when asked to speak in front of the class in English. This implies that feelings of grogginess may be caused by worries about making mistakes and uncertainty when speaking in English. Shiva's anxiety or fatigue may have an impact on the caliber of students' language production, making them appear less fluent than they actually are (Indrianty, 2016).

When the teacher asks the class to move to the front of the room to answer questions, students are more engaged in the discussion and make an effort to speak up even if they are unsure of their answers' accuracy. Due to their desire to travel abroad for a variety of reasons—including study, employment, vacation, and others—students are more motivated than ever to learn English. One of the most important elements that significantly affects the success of learning a foreign language is motivation (Dwinalida & Setiaji, 2022). As a universal language that can be spoken anywhere in the world, English is crucial as an international or global language. However, because they are worried about making mistakes and looking foolish when speaking English, students still lack confidence. Additionally, this and earlier research (Rahayu, 2015) have parallels. Students lack confidence in their ability to speak English and are embarrassed by their mistakes.

Students who are used to speaking their mother tongue or a regional language or who speak those languages more frequently in English classes tend to lack confidence. This and earlier research are comparable (Riadi, 2020). Students speak local languages because they believe they are simpler than English. Students who attend schools in the same community have a tendency to speak the same language because they are not accustomed to conversing in other languages. If they don't feel the need to use it, students won't use English (Khati, 2011). Additionally, it might make them less inclined to use English.

When learning is taking place and students are having trouble speaking English, they decide to ask the teacher for help. Students must have the courage to ask questions during the learning process in order to deepen understanding and get past challenges. Studying, learning to use an English dictionary, or enrolling in an English language course are all general efforts that students can make to enhance their English-speaking abilities. The existence of dictionaries can also make it easier for us to learn English more easily with the discovery of online dictionaries where their use becomes more effective (Zorigt &; Tumurbat, 2022). Using a dictionary can help in mastering

vocabulary and understanding the meaning of words in various contexts whereas by taking an English course, we can also get direct direction or guidance from experienced teachers.

The use of image media is one of the student-expected learning strategies that teachers can implement to pique students' interest in English learning and usage in the classroom. In order to help students learn vocabulary, grammar, speech, and pronunciation skills, a variety of images can be used as learning media (Karya et al., 2022). When teaching speaking, the use of images and image-based media can improve the learning environment, pique students' interests, and motivate them to participate more. It is also thought that visual cues help students retain information longer. It's crucial to offer distractions to students during the learning process, such as quizzes and questions and answers, which can liven up the learning environment and get them more engaged. In addition to encouraging student participation and lowering boredom and tension, this can also help students hone their English-speaking abilities.

From the explanation above, it is clear that the most recent finding of this study relates to the challenges faced by students, such as feeling anxious out of fear of being teased by friends. the drive and effort students put forth to enhance their English-speaking abilities. Students can choose to talk to their teachers about their challenges and learn in other ways, like by using dictionaries and enrolling in courses. The anticipated approach is used, along with engaging media like image media.

CONCLUSION

Based on the research's findings and subsequent discussion, it can be deduced that respondents' responses to questions about students' experiences with language and psychological issues related to English speaking difficulties among students were difficulty pronouncing the right words and feeling uneasy when speaking in front of the class. The reasons for this difficulty include their limited vocabulary, frequent use of their mother tongue or regional language, lack of confidence, and nervousness over potential friend reactions. However, they have strong reasons for wanting to learn English, such as the desire to travel and pursue a variety of interests, which can inspire students to get past these obstacles. Students take the initiative to ask questions to the teacher, use English dictionaries, enroll in courses, and provide responses like learning strategy attempts using image media in order to overcome speaking difficulties in English. Based on the findings, the researcher would like to recommend that in order for students to improve their speaking

abilities, they should work harder in class and speak with greater assurance. Teachers must focus on engaging teaching methods and media to pique students' interest in learning English. Teachers must motivate students in the learning process because it has an impact on students. This study can serve as a model for future research on the same subject but with different focus areas, and it can be helpful in locating various types of information.

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