

## SPEAKING SKILL AT MTs LARANGAN; THE PROBLEM THAT STUDENTS HAVE WITH THE ENGLISH LANGUAGE TEACHING

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### ABSTRAK

Bahasa adalah alat komunikasi. Bahasa terdiri dari berbagai unsur yang membentuknya, dan ada banyak bahasa yang digunakan di seluruh dunia, termasuk bahasa lokal, nasional, dan internasional. Menurut Swary (2014), permasalahan utama dalam kegiatan berbicara antara lain hambatan, kurangnya kontribusi, dan partisipasi yang tidak konsisten, serta penggunaan bahasa ibu. Dalam penelitian ini peneliti menggunakan penelitian deskriptif. Tujuan penelitian deskriptif dalam situasi ini adalah untuk mengumpulkan dan menyusun fakta-fakta mendasar secara deskriptif, atau untuk memberikan gambaran tentang permasalahan yang berkaitan dengan pengajaran dan pembelajaran bahasa Inggris. Temuan penelitian ini diperoleh dari kuesioner yang dipaparkan kepada siswa MTs Larangan. Untuk mengatasi masalah rendahnya motivasi, guru menumbuhkan keinginan siswa untuk berbicara bahasa Inggris, mendorong mereka untuk percaya diri, dan membantu mereka mengatasi rasa takut melakukan kesalahan.

### ABSTRACT

Language is a means of communication. Language is made up of various elements that form it, and there are numerous languages spoken worldwide, including local, national, and international languages. According to Swary (2014), the main issues in speaking activities include inhibition, lack of contribution, and inconsistent participation, as well as the usage of mother language. In this study, the investigator employed descriptive research. The purpose of descriptive research in this situation is to gather and compile fundamental facts in a descriptive manner, or to provide a description of the issues related to English teaching and learning. The research findings were derived from the questionnaire that was presented to junior high school students in Larangan. To address the issue of low motivation, the teacher fosters students' desire to speak English, encourages them to be confident, and helps them overcome the fear of making mistakes.

## INTRODUCTION

Language is a means of communication. Language is made up of different parts that come together to form it. A multitude of languages are spoken globally, encompassing both regional and global languages. English is a widely spoken language worldwide. English is widely used as the official language in many countries. As a result, a large number of people around the world use English to connect with individuals from different nations, making it one of the global languages. The instruction of English encompasses four abilities: hearing, speaking, reading, and writing proficiency. The learners should be able to acquire proficiency in those four language skills. When considering the four language skills, speaking is a challenging skill for learners to acquire because it is the main skill taught to students. In order to enhance the students' speaking abilities, the teacher should offer quality resources, techniques, and evaluations for learning.

The teacher should not only motivate pupils to engage actively, but also cultivate their enthusiasm in English, instead of putting dread in them. The teacher should offer support to the children. When students find English pleasurable, it can serve as an efficient method for them to master the language. The students do not claim that English is a difficult subject, but rather that it is easy to learn. According to the book "A Course in Language Teaching: Practice in Theory" by Ur in Swary (2014), speaking is regarded as the most crucial talent out of the four competencies (listening, speaking, reading, and writing). Individuals who possess a high level of skill in a particular language are often referred to as "speakers" of that language. This term suggests that speaking incorporates all other aspects of language ability. In addition, a large number of individuals learning a foreign language are mostly concerned with developing their ability to speak. According to her statement, speaking is regarded as the most important of the four skills. The researcher is interested in thoroughly examining many aspects of speech.

Begin with the students' proficiency in speaking, the issue encountered by pupils when learning to speak English, and attempt to identify solutions to address the problem. Being proficient in English also enables students to stay updated with the latest information in various fields such as science, technology, and health. Teaching English at a junior high school requires a significant amount of time to become proficient in it. Additionally, there are four essential abilities - hearing, speaking, reading, and writing - that need to be well-mastered. The differences in ability and components between the first and the rest are clearly evident. Teaching English is distinct from teaching other subjects. A teacher's authority is really necessary. The teacher should make an effort to enhance their abilities and expertise. The individual should possess the ability to provide concise, lucid, and accurate explanations. Additionally, they should strive to present the subject in an engaging manner, so that students develop a genuine interest and are more motivated to study English. The factors that affect pupils' English learning in junior high school include their mother language, learning materials, social interaction, media, and family history.

According to Swary (2014), the main issues in speaking activities include inhibition, lack of contribution, and inconsistent participation, as well as the usage of mother language. Sometimes, students may like to converse in English with others, but they are unsure about the specific topic they wish to discuss. Certain pupils may experience difficulty recalling a term that they have previously learned and kept in their memory, but are unable to verbalize. In addition, it was derived from the researcher's own experience during their internship at junior high schools in the village. From this study, researchers discovered that numerous pupils have difficulties in English, particularly in speaking. Students who are asked to introduce themselves feel hesitant to speak. As a result, the

researcher is interested in understanding the issues related to English education and how teachers address these challenges. The researcher intends to conduct a descriptive study on the difficulties encountered by students in acquiring and teaching English speaking skills at a junior high school.

## METHOD

### Research design

As stated by Suharsimi in Lilis (2010), descriptive studies are specifically designed to collect information about the present condition of phenomena and seek to identify the attributes of a situation as it exists during the study. The researcher finds that descriptive research is intended to provide knowledge and a clear depiction of the social condition with the goal of descriptive research. The purpose of descriptive research in this situation is to gather and compile fundamental facts in a descriptive manner, or to provide a description of the issues related to English teaching and learning. In this study, the researcher employed descriptive research. In descriptive research, a researcher investigates and describes a phenomenon in order to understand and make predictions based on the evidence collected in the field. Descriptive research aims to systematically address the predetermined research topics before the researcher begins their fieldwork.

## RESULTS AND DISCUSSION

### A. Challenges in students' oral communication.

Two factors contributed to the students' difficulty with speaking skills: internal and external forces. In terms of internal issues, there is a concern about making mistakes, feeling anxious, being bashful, and lacking confidence. Meanwhile, in External factor there is a shortage of motivation, use of native language, lack of parental attention, and utilization of learning resources. The researcher obtained the data via the circulated questionnaire.

#### 1. Internal Issue

The dread of making mistakes was evident in the fact that only 30% of students had never encountered this issue, while 50% of students faced it occasionally and 20% of students experienced it frequently. It was revealed that 70% of pupils have experienced this issue at some point. 0 percent 10 percent 20 percent 30 percent 40 percent 50 percent 60 percent Anxiety over making errors Uneasiness Timidity Self-doubt Frequently Infrequently Not ever Looking at the student records, out of the total 66 students, 46 have encountered this issue, whereas 20 students have never experienced it. Anxiety revealed that just 37% of students who had never had this issue, 47% of students who seldom encountered it, and 16% of students who frequently faced it. It has been demonstrated that 63% of pupils have had this issue at some point. This means that out of the 66 pupils, 42 have experienced this problem, while only 24 students have not. Shyness was evident in 31% of students who had never had this issue, 45% of students who seldom faced it, and 24% of students who frequently encountered it. It was revealed that 69% of students have experienced this issue at some point. This indicates that out of 66 students, 46 have had this issue, while just 20 students have not encountered it. The final element of internal factors is a lack of confidence. It was revealed that 51% of students never experienced this problem, 36% of students seldom experienced it, and 13% of students frequently confronted this issue. It was revealed that 49% of students had experienced this issue, whereas just 51% of students have never



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encountered it. It means that out of the 66 pupils, 32 have experienced this problem whereas 34 students have not. The level of difficulty experienced by pupils in dealing with internal variables is greater for those who have encountered such problems before compared to those who have not.

## 2. External issue

There are four types of speaking issues among pupils due to external factors, and the researcher obtained the data from the disseminated questionnaire. There are four external factors that affect kids' difficulties in speaking skills: low motivation, usage of mother language, lack of parental attention, and use of learning media. The initial issue is a lack of motivation. Based on the table, it can be inferred that 7% of students frequently encountered this issue, 17% of students encountered it occasionally, and 76% of students never encountered this difficulty. This means that 24% of students, or 16 out of 66 students, have experienced poor motivation as a difficulty with their speaking skills, while 50 students have never encountered this issue. The second aspect is the utilization of one's own language. According to the table, it was indicated that students believed that mother language is one of the variables that affect students' difficulties in speaking competence. The data indicates that there is a 0%. 10 percent 20 percent 30 percent 40 percent 50 percent 60 percent 70 percent 80 percent Lack of motivation Native Language Utilization Insufficient parental focus Frequent and infrequent use of learning media Not ever 39% of students frequently encountered this issue, while 47% of students encountered it infrequently, and 14% of students never encountered this issue. 86% of students have experienced this problem, which means that 57 out of 66 students have faced it, whereas 9 students have not. The study demonstrated that the use of one's native language significantly impacts pupils' speaking ability. The third factor is the absence of parental attention. The table above indicates that 10% of students frequently encountered this issue, 31% of students encountered it occasionally, and 59% of students never encountered this difficulty. This indicates that 41% of students have experienced this issue at some point. Out of the total of 66 pupils, 27 have experienced this problem at some point, whereas 39 students have never encountered it. The final aspect is the utilization of educational resources. The table indicates that 7% of students frequently encountered this issue. 45% of students rarely, and 48% of students never encountered this issue. Approximately 52% or 34 out of 66 students have experienced this issue, whereas 32 students have never encountered it.

## B. The teacher and students collaborate to address the students' difficulty with speaking skills.

According to the study, there are two elements that contribute to pupils' difficulty in speaking English. The English teacher and the pupils should work together to address this challenge. The researcher performed an interview with an English teacher at SMP Larangan to determine whether the students encounter speaking challenges similar to the data mentioned above. The purpose was also to gather information on the instructor's approach in addressing the students' speaking difficulties.

### 1. Internal Issue

In order to alleviate the anxiety that students feel about making errors, the instructor makes measures to boost the students' enthusiasm and emphasises the significance of English. Next, the teacher consistently motivates them to include references to make their English speaking skills more accessible. Furthermore, the teacher also recommends that students



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engage in conversations or interact with their peers utilizing the English language. In anxiety, what leads pupils to feel anxious is their fear of making mistakes. The teachers have some issues to address based on the problems mentioned above. One purpose is to offer encouragement to students. Feeling shy, The teacher can address this issue by providing encouragement to the kids. The teacher also mentioned that shyness has developed into a regular behavior. The teacher stated that those who laugh at us may not necessarily be able to. Those of us who stand in front of the class have demonstrated that we are capable of being confident, even when we are mistaken. Due of a lack of confidence, The instructor mentioned that in order to tackle this problem, they always strive to be a role model for children. The teacher consistently encourages pupils to have a desire to speak English and not to fear making mistakes. The teacher also consistently provides encouragement to children, reminding them that no one is flawless, including the teacher who occasionally makes mistakes when speaking English.

## 2. External issue

The instructor said that children occasionally examine or imitate a shape during times when they are experiencing a lack of drive. In addition to providing students with examples on a regular basis, the instructor always communicates in English while communicating with other English instruction professionals.. The teacher mentioned that it was a method to enhance their motivation. In everyday language, the teacher mentioned that it is preferable for pupils to use formal language while at school. Specifically for English courses, students are encouraged to use English, even if they mix it with Indonesian. The teachers need to find a solution for the lack of parental attention. The teacher mentioned that a meeting between teachers and kids' parents took place every three months. Next, the teachers will provide an update on the well-being of their students. Media Consumption Education The teacher mentioned that while the material used is occasionally effective, the delivery manner from the teacher is not ideal, resulting in a lack of student engagement and understanding.

## CONCLUSION

The instructor works on promoting self-assurance and increasing student motivation in order to address the issues of anxiety, shyness, fear of making mistakes, and lack of confidence that these students may be experiencing. In addition to that, the instructor requires the pupils to take part in English language instructional classes and training. The teacher consistently utilises English in the classroom, starting with greetings and continuing until the conclusion of the course, in order to inspire students. The teacher consistently encourages students to utilise English. Students are encouraged to utilise English in conjunction with Indonesian. This is to ensure that pupils become familiar with utilising English.

To address the issue of low motivation, the teacher fosters students' desire to speak English, encourages them to be self-assured, and helps them overcome the fear of making mistakes. In the meantime, in order to address students' difficulties with using their native language, the teacher consistently promotes and inspires students to utilise English during English lessons, whether in the classroom or not. Furthermore, to address the issue of insufficient parental attention, the teacher offers encouragement to pupils and also arranges meetings with parents to discuss any challenges or limitations their children may be facing in school, so encouraging parental involvement. Lastly, in order to address the issue of learning media usage, the teacher consistently endeavours to offer captivating media to students, hence fostering their increased interest and enthusiasm throughout



speaking lessons.

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