

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter has presented the finding of the research. It aimed to provide a solution to the research problem of the first chapter. There are three main objectives of this research, which include the difficulties of single-sex students in MA NU Ibtidaul Falah Samirejo Dawe Kudus in speaking class, the solution which caused students difficulties in learning speaking, and the alternatives for handling the difficulties of single-sex students in MA NU Ibtidaul Falah Samirejo Dawe Kudus.

#### A. Research Result

This part contains the research findings that the researchers discovered in the field through observations, interviews, documentation, and questionnaires. The research findings listed below include the difficulties of male students in learning speaking, the difficulties of female students in learning speaking, and the alternatives for handling the difficulties of single-sex students in MA NU Ibtidaul Falah Samirejo Dawe Kudus.

##### 1. The Difficulties of Male Students in Learning Speaking

This part presents the research findings related to the difficulties faced by male students in learning speaking English. The research data was collected through observation, documentation, interview, and questionnaire. And below is research data collected by researchers related to speaking components, including comprehension, fluency, pronunciation, grammar, and vocabulary.

###### a. Comprehension

Comprehension is a speaker's ability to easily understand what other people are saying to get information and avoid misunderstanding<sup>1</sup>. So, this component is really important for student to comprehend. This component also related to the way

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<sup>1</sup> David P. Harris, "*Testing English as a Second Language*" (New York: McGraw- Hill Book Company, 1974).

student and teacher communicate, reply, and explain something in their communication process. According to the data collected by the researcher when delivering material, sometimes the teacher uses two languages, both English and Indonesian. English is used by the teacher to explain a material and Indonesian language is used by the teacher to build a good communication and to make students more communicative during learning. As mentioned by T1 as the English teacher at MA NU Ibtidaul Falah that,

“Not really, usually when I teach it is more about interaction with children. Sometimes it is dominant (English) to explain one material but sometimes it is also necessary to make the children active too.”

The statements of the teacher, T1 is in line with the students MS1, MS2, and MS3 that the teacher in delivering the teaching materials is not dominantly using English in the classroom. MS2 stated that,

“The teacher more often uses Indonesian when explaining the material”<sup>2</sup>

MS3 and MS1 also in line with MS2 that,

“No. The teacher is more dominant in using Indonesian than English”<sup>3</sup> he continued,

“I understand what it means but don't understand the whole meaning”<sup>4</sup>

“The teachers do not use English too often, they use Indonesian more dominantly”<sup>5</sup>

However, when the teacher is speaking using English, the student still found difficulties in understanding what other people are saying, as well

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<sup>2</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.

<sup>3</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

<sup>4</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

<sup>5</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

as his friends and his teacher when they speak English. As MS3 said,

“It was rather difficult to understand what my friends and teachers said when they asked me to communicate in English. Because it is difficult to understand this, it is difficult for me to respond”<sup>6</sup>

Moreover, when the teacher is speaking using English, the students could slightly understand what the teacher said but it was still difficult to respond to the conversation. MS1 said that,

“If the teacher uses English, I understand a little what is being said but am confused when I will answer”<sup>7</sup>

According to the statements above, it can be concluded that the teacher speaks in English just in delivering the teaching material, and use Indonesian language to communicate to the students. This is done by the teacher because it focuses more on how the communication process with students can be built properly during learning so that students can be more involved in the teaching and learning process. However, English remains the main focus in the learning process, while Indonesian is only the language of instruction for students' understanding.

Because when the teachers dominantly speak in English, some of the students will be confused and difficult to respond. And it will affect students' understanding of learning English so that it will affect the development of their English skills, especially speaking skills.

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<sup>6</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

<sup>7</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

b. Pronunciation

Pronunciation is the understanding of studying how the words in a specific language are pronounced clearly when people talk. Thus, pronunciation is crucial in the speaking process to make communication easier to comprehend. However, the researcher found that male students in MA Ibtidaul Falah Samirejo Dawe Kudus still find problems and difficulties in learning to speak in English class especially in pronunciation. This is in line with the statement of MS1 that,

“I still have difficulty in learning speaking, especially with pronunciation and fluency, and when asked to speak in front of the class. I am afraid of making mistakes”<sup>8</sup>

Then, when asked by the researcher on a scale of one to five about the difficulty of mastering pronunciation, MS1 answered that,

“3, because I am still not able to master it and still have difficulties. That's why we still need to learn.”<sup>9</sup>

Based on the statements above, students still find problems and difficulties related to their pronunciation in speaking English. MS3 was in line with MS1 who still found difficulties in his pronunciation. He stated that,

“I think the most difficult thing is the pronunciation. Sometimes different ways of reading have different meanings. That's why I think it's difficult”<sup>10</sup>

In this case, he mentioned that pronunciation is the most difficult aspect because if the student

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<sup>8</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

<sup>9</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

<sup>10</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

mispronounces a word, then others will misunderstand it. And when MS3 was asked to rate the difficulty of mastering pronunciation, he gave 4. It means that it is quite difficult for him.

“4. Because it is quite difficult for me to master it.”<sup>11</sup>

Based on the statements above, it can be concluded that the students still have difficulties in learning speaking English. The most difficult aspect of speaking based on his experiences is pronunciation. Based on him, pronunciation is the most difficult aspect because if we get the wrong spelling of words, it will change the meaning of that word and it will cause misunderstanding in communication.

c. Fluency

Fluency is defined as the capability to talk clearly and fluently. One of the goals of many language learners is to talk with fluency<sup>12</sup>. Fluency becomes the crucial component of speaking skill. Many of students are still not fluent in speaking English which means that they need extended time to respond what people are saying especially in English. The male students in MA NU Ibtidaul Falah still stutter when asked to speak in front of the class and still feel shy and afraid of making mistakes when speaking in English. MS1 stated that,

“I still have difficulty learning speaking, especially in pronunciation and fluency when speaking and when asked to speak in front of the class. Shame if making mistakes”<sup>13</sup>

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<sup>11</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

<sup>12</sup> Kurniati Azlina, Eliwarti, and Novitri, “A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru,” *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13, <https://media.neliti.com/media/publications/206186-none.pdf>.

<sup>13</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

The student thought that he is not fluent enough when he asked to speak in English. It will more difficult when he asked to speak in front of class. This is due to the fear of making mistakes when speaking in front of many people. MS1 also giving scale to his difficulty in acquiring fluency. He gave 2 for the difficulty in fluency.

“2, because they are still not fluent and often stutter when speaking in English”<sup>14</sup>

In line with MS1, MS3 also still has difficulty in fluency. He gave 2 for 5. As MS3 said that,

“2 too, because I still have difficulty in fluency when asked to speak English. so sometimes I still think for a long time to arrange the words”

Furthermore, MS2 also mentioned that he still has difficulty in fluency. It can be proven by his scale for his fluency in speaking English. As mentioned by MS2 that,

“1. Because I still need to learn more”<sup>15</sup>

Although the scale given is not as big as the pronunciation, students still experience difficulties in speaking English fluently because it is caused by other factors such as fear and embarrassment of making mistakes when speaking English

#### d. Vocabulary

Vocabulary refers to the use of proper diction employed by the speakers in communication. One cannot communicate successfully or express their ideas in both writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is having a small vocabulary. Without vocabulary, nothing can be communicated, and without grammar,

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<sup>14</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

<sup>15</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.



very less can<sup>16</sup>. Thus, the study concluded that English learners will not be able to speak or write English effectively without significantly acquiring vocabulary.

Furthermore, MS2 gave a different statement about his difficulties and problems in learning the speaking skill, he stated that he still got difficulties arranging words or sentences because of his lack of vocabulary,

“Lack of vocabulary. So, if I want to say something in English, I am confused because my vocabulary is still limited”<sup>17</sup>

MS2 explained that he still finds difficulties in mastering English because his vocabulary is still limited. This makes him still confused when wants to speak in English. This affects the level of self-understanding of what other people say when speaking in English,

“Sometimes I still do not understand what other people are saying, like when teachers and friends speak English. Maybe because my vocabulary is still not much so it's still difficult”<sup>18</sup>

He continued,

“When the teacher and friends are talking, sometimes I understand, sometimes I do not”<sup>19</sup>

Besides that, he explained that with his lack of vocabulary, he had difficulty arranging words to speak in English,

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<sup>16</sup> Azlina, Eliwanti, and Novitri, “A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru.”

<sup>17</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.

<sup>18</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.

<sup>19</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.

“Because of my lack of vocabulary, I often find it difficult to choose the words I want to say”<sup>20</sup>

In this case, the teacher gave learning strategy to help the students solve their problem. One of the learning strategies used by the teacher is repetition strategy. As mentioned by MS1 that,

“Yes, it can help (repetition strategy). If the difficult word are repeated over and over again, we will understand and memorize it”<sup>21</sup>

Another strategy used by the teacher to richer the students vocabulary is

Based on the statement above, it can be concluded that the student still found difficulties in vocabulary. The student mentioned that he had a poor understanding of what other people were saying because he has a lack of vocabulary and he still had difficulties arranging words or sentences when asked to speak in English. However, some learning strategies is involved by the teacher to increase student understanding and richer their vocabulary in English such as repetition strategy, memorization, and so on.

e. Grammar

Grammar is related to sentence construction and tenses<sup>22</sup>. Grammar is important for students to construct a proper sentence in conversation. In addition, the use of grammar is also to learn the correct way to gain proficiency in a language in spoken and written forms. MS1 stated that the use of grammar is important in speaking English.

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<sup>20</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.

<sup>21</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.

<sup>22</sup> Jaya Nur Iman, “Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill,” *International Journal of Instruction* 10, no. 4 (2017): 87–108, <https://doi.org/10.12973/iji.2017.1046a>.



“Really important”<sup>23</sup>

However, MS1 also stated that in practicing speaking English, he rarely using grammar in his conversation. As mentioned by MS1 that,

“No, the important thing is the other person understands”<sup>24</sup>

And for MS2, the use of grammar is important for him to arrange sentences when he is speaking. As he said that,

“Very important. Because to make it easier to arrange sentences”<sup>25</sup>

So, MS1 stated that the use of grammar in speaking English is really important however in the practice, the most important thing is not the use of grammar but the understanding of other people toward the sentence we said. For MS3, he revealed that he had not really mastered the use of grammar and tenses in constructing vocabulary. As MS3 said,

“Haven’t mastered yet”<sup>26</sup>

In addition, when MS3 asked about arranging words or sentences in speaking English. He stated,

“I have, it's difficult to use verbs 1, 2, 3 because there are different forms, so sometimes it's still difficult for me”<sup>27</sup>

And for MS3, grammar is the most important component in lerning speaking. As MS3 said when asked by the researcher which the most important component in learning speaking and he said that

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<sup>23</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

<sup>24</sup> MS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 4, transcript.

<sup>25</sup> MS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 5, transcript.

<sup>26</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

<sup>27</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

grammar is the most important component in learning speaking.<sup>28</sup>

So, the students that thought grammar is important component in learning speaking skill. However, some of them are not mastered well because they thought that it is really hard for them to memorize because it has different form such as in using verb 1, verb 2, and verb 3.

In addition, the researcher also collected data from questionnaire, the data in Table 4.1 are represent about the response of male students of their difficulties in learning speaking English skill. There is total 8 items that must be answered by the male students of social class. And the outcomes for every question that each participant responded to are displayed in Table 4.1 for male students' responses and Table 4.2 for female students' responses. Item 1 to item 7 is about their perceptions toward their abilities in learning to speak. Item 8 is based on the speaking aspects that will be shortened from the most difficult to the easiest aspects of English speaking skills. In the male class, there are 27 male students and there are 31 female students that fully completed the questionnaire.

And below is the data collected by researcher using a questionnaire.

Table 4.1. Response of Male Students for each item in the questionnaire

Questions	Yes	No
1. Do you have difficulty in learning speaking? (Apakah kamu mengalami kesulitan dalam belajar speaking?)	24	3
2. Do you have difficulty in speaking practice? (Apakah kamu mengalami kesulitan dalam praktek speaking?)	27	
3. Do you have difficulty in pronunciation in speaking practice? (Apakah kamu mengalami kendala dalam	27	

<sup>28</sup> MS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 6, transcript.

Questions	Yes	No
pengucapan pada saat praktek speaking?)		
4. Do you have difficulty arranging words into sentences (grammar) in learning and practicing speaking? (Apakah kamu mengalami kesulitan dalam menyusun kata menjadi kalimat dalam belajar dan praktek speaking?)	27	
5. Do you still lack vocabulary? (Apakah kamu masih kurang menguasai kosa kata?)	26	1
6. Do you speak English fluently? (Apakah kamu dapat berbicara bahasa inggris dengan lancar?)	4	23
7. Do you understand when your partner speaks in English? (Apakah kamu dapat memahami apa yang diucapkan lawan bicaramu ketika dia berbicara menggunakan bahasa inggris?)	2	25
8. If it is sorted from the most difficult to the easiest, which skill is the most difficult skill? Pronunciation (pengucapan), grammar (penyusunan kata menjadi kalimat), vocabulary (penguasaan kosa kata), fluency (kelancaran), comprehension (pemahaman). (Jika diurutkan dari yang paling sulit ke paling mudah, kemampuan manakah yang paling sulit?)	1. pronunciation 16	2. grammar 15 3. vocabulary 12 4. fluency 14 5. comprehension 15

Based on the data found by the researcher, the students in the single-sex classroom at MA NU Ibtidaul Falah Samirejo Dawe Kudus find some difficulties in learning English speaking skills. The researcher interviewed both male and female students to find their difficulties in learning to speak with a total of 3 female students, 3 male students, and an English teacher. Furthermore, the researcher also gave the students, both male and female students, a questionnaire to strengthen the data that has been collected by researchers. The 7 items in the questionnaire is yes and no questions and are based on the student's experiences toward learning English speaking skills in the classroom. And the last item

is the order of the most difficult speaking components based on the preferences of male students.

Based on Table 4.1. there are a total of 27 male students who filled out the questionnaire and the data shown that 24 students still have difficulties in learning speaking English and 3 students have no difficulties in learning speaking English. It means that most of the male students still have difficulties in speaking. Furthermore, all of the male students, 27 male students, still have difficulties, especially with speaking practice, pronunciation, and arranging words into sentences (grammar). And for vocabulary, 26 male students are still lack of vocabulary, and just 1 student said he had no difficulties with his vocabulary. For fluency, 23 male students felt that they were still not fluent in speaking English, and only 4 male students felt they were fluent. As for the understanding of other people's speech using English (comprehension), there are 25 of the male students are still unable to understand what other people are talking about using English and only 2 students feel they can understand other people's speech using English. And based on item number 8, it showed that 16 of 27 of male students chose that pronunciation was the most difficult speaking aspect to master and followed by comprehension, grammar, fluency, and vocabulary.

## 2. The Difficulties of Female Student in Learning Speaking

This part presents the research findings related to the difficulties faced by male students in learning speaking English. The research data was collected through observation, documentation, interview, and questionnaire. And below is research data collected by researchers related to speaking components, including comprehension, fluency, pronunciation, grammar, and vocabulary.

### a. Comprehension

In English learning, comprehension is used to measure a student's understanding of a communication. Comprehension is defined as the

ability to comprehend or to make effective oral communication. It also reflects the speaker and listener understood the topic in the same language as the main communication<sup>29</sup>. In this case, comprehension is related to the students understanding what other people are saying especially their friends and their teacher in learning process. And based on FS1, the teacher in the classroom is more dominant in English than Indonesian and she claimed that she did not understand what the teacher said. But often the teacher translates it into Indonesian.

“I still don't understand what the teacher is talking about, but usually it is translated into Indonesian”<sup>30</sup>

This statement is in line with FS2, she said that,

“I do not understand if the teachers speak English but usually if I ask them, they will answer it and explain the meaning to us”<sup>31</sup>

In addition, FS3 gave the same statements as FS1 and FS2 that the teachers in the classroom speak in English rather than Indonesian.

“Yes, it's the same as FS1 if the teacher in the class uses more English than Indonesian, but it's not full because sometimes Indonesian is also used to interpret sentences which are quite difficult for students”<sup>32</sup>

She continued that,

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<sup>29</sup> Mahdalena and Asnawi Muslem, “An Analysis on Factors That Influence Students’ Anxiety in Speaking English,” *Research in English and Education (READ)* 6 (2021): 9–22.

<sup>30</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

<sup>31</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

<sup>32</sup> FS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 3, transcript.

“Yes, just understand that the teacher speaks English, and if I don't understand, I will ask the teacher what it means”<sup>33</sup>

So based on the statements above, the teacher in delivering the teaching material is not dominantly using English and sometimes switching it into Indonesian language. And the students feel okay with this because according to them even if they do not fully understand, they can ask the teacher what they do not understand. Although they do not mind if the teachers speak English dominantly, they still meet difficulties and problems in learning speaking English. If the interlocutor uses English, FS3 only understands a little what they are talking about but especially the meaning of the whole conversation but this is not a problem if FS3 is able to understand the gist of the conversation, as stated by FS3 that,

“Yes, it's almost like FS2, understand that usually someone knows what it means, the important thing is to know the point”<sup>34</sup>

So, the students are okay if they are not totally known what the meaning of all the conversation as long as they could understanding the point delivered by other people. This is in line with Haris statement that Comprehension is a speaker's ability to easily understand what the speaker is saying to get information and avoid misunderstanding<sup>35</sup>.

b. Fluency

Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression<sup>36</sup>. Fluency is one of the most important speaking

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<sup>33</sup> FS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 3, transcript.

<sup>34</sup> FS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 3, transcript.

<sup>35</sup> David P. Harris, "*Testing English as a Second Language*" (New York: McGraw- Hill Book Company, 1974).

<sup>36</sup> Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill, p. 94"



components that must be mastered by students. Based on FS1 fluency is the most important speaking component to mastered by students. As FS1 said that,

“Fluency and comprehension are the most important”<sup>37</sup>

Although, fluency becomes important speaking component, some students are still got difficulties in mastering this component. As mentioned by FS3 that,

“When told to talk like nervous for fear of being wrong. So even stammer when talking”<sup>38</sup>

So, the student still has difficulty in speaking fluency caused by some factors such as feeling nervous and having fear of making mistakes while speaking. Other factors also mentioned by FS1 which states that,

“I still feel that I cannot speak English, it's hard to speak. It could be due to lack of confidence”<sup>39</sup>

FS1 stated that she still has difficulties in learning speaking English. When she asked to speak English, she felt that she still had difficulty speaking English and felt that speaking English was even more difficult. This is motivated by the lack of confidence of students in speaking English. FS1 added that not fluent also affects her in constructing sentences when speaking, making it difficult for him to communicate fluently in English. This also caused by feeling afraid if making mistakes while speaking. As mentioned by FS1 that,

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<sup>37</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

<sup>38</sup> FS3, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 3, transcript.

<sup>39</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

“Yes, I have difficulty choosing words when I want to speak. It's also difficult because I feel afraid if I'm wrong”<sup>40</sup>

And for her fluency, she gave 3 from 5. It means that her fluency in speaking is still not fluent enough.

“3. Because I am still not fluent”<sup>41</sup>

FS2 also has difficulty in fluency while speaking, she gave a scale of 2 out of 5 for the level of difficulty in fluency in speaking English.

“2 because usually there are things that are difficult to say”<sup>42</sup>

Although in this case fluency remains a very important component of speaking to be mastered by students in communication. As stated by Shahini and Shahamirian that fluency is one of the main characteristics of communicative competence<sup>43</sup>. But in fact, based on the statement above, the students are still having difficulties in speaking which caused by some factors such as fear of making mistakes, fear of no fluent in speaking, and lack of confidence.

### c. Pronunciation

Pronunciation refers to the students' ability to construct comprehensible utterances to complete the task requirements<sup>44</sup>. In other words, pronunciation is about the making of individual sounds, the correct linking of words, and the use of stress and intonation to express the intended meaning. It is also about a part of communication which includes making a

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<sup>40</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

<sup>41</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

<sup>42</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

<sup>43</sup> Gholamhossein Shahini and Fatemeh Shahamirian, “Improving English Speaking Fluency: The Role of Six Factors,” *Advances in Language and Literary Studies* 8, no. 6 (2017): 100, <https://doi.org/10.7575/aialc.all.v.8n.6p.100>.

<sup>44</sup> Shahini and Shahamirian, “Improving English Speaking Fluency: The Role of Six Factors”, p. 11.

correct word sounds of a language. This proven that pronunciation is important for students to mastered because in communication, producing the correct words or sentences can help someone to communicate well and avoid mistakes in communicating. But in this case the students also still experience difficulties. As mentioned by FS2 stated that she said that she still had difficulty in pronunciation when speaking in English

“I'm still difficult in pronunciation when speaking English”<sup>45</sup>

And for the difficulty of mastering pronunciation, she gave 4 out of 5. It means that for her, it is difficult to master pronunciation.

“4. It is quite difficult”<sup>46</sup>

In addition, she had problems speaking English especially in pronunciation. She said,

“When asked to speak sometimes I feel nervous because I am afraid of being wrong”<sup>47</sup>

So, based on the statements above it can be concluded that the student still had difficulties in learning speaking English. She claimed that she had pronunciation difficulties and gave a scale of 4 to 5 for its difficulty. And these difficulties are due to the fear of making a mistake and nervousness in speaking English.

#### d. Grammar

Grammar is an important component of speaking skills that have to be mastered by the learner, this part is necessary for students to speak with a correct word in the conversation both in oral

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<sup>45</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

<sup>46</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

<sup>47</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

and written form. In speaking skills, grammar may help the learners to distinguish the formal and informal expressions or polite and impolite expression. In line with that statement, this can be their reflection to achieve a higher level of speaking proficiency and improving a good speaking performance. In short, grammar helps the learners to produce the correct words and sentences correctly<sup>48</sup>. FS1 mentioned how important grammar is in English language teaching.

“If in English it seems important, because if it's wrong then the meaning can be different”<sup>49</sup>

However, FS1 also still have difficulties in produce the correct word especially in speaking. As mentioned by, FS1 that she still gets difficulty in arranging word or sentence and still being afraid of making mistakes.

“Yes, I still have difficulty in choosing words when I want to speak. It's also difficult for fear of being wrong”<sup>50</sup>

FS1 also mentioned the percentage of his grammar ability in using tenses. As FS1 stated that his ability in using grammar just 55%. It means that his ability is still low based on her own preference. As she said,

“55% for my skill”<sup>51</sup>

On the other hand, FS3 is more confidence toward her ability in grammar. She gives 66% for his ability in arranging word or sentence.

“Yes, not yet but want to try to learn it, maybe 60%”

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<sup>48</sup> Maria Eva Damayanti and Listyani Listyani, “An Analysis of Students’ Speaking Anxiety in Academic Speaking Class,” *ELTR Journal* 4, no. 2 (2020): 152–70, <https://doi.org/10.37147/eltr.v4i2.70>.

<sup>49</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

<sup>50</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

<sup>51</sup> FS1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 1, transcript.

For FS2, grammar is difficult because it has to use different verb in arranging sentences. As FS2 said that,

“Yes, because there is a verb 1, verb 2, so it's a bit difficult to arrange them”<sup>52</sup>

So, based on the statement above, it can be shown that the students are still having difficulties in arranging word and sentences (grammar) which caused by the use of different pattern or verb in sentences. Such as in using verb 1 and verb 2, they still difficult to use it.

e. Vocabulary

Vocabulary is one of the important components in speaking skills that learners have to mastered to express their idea both oral and written form to communicate effectively<sup>53</sup>. Therefore, students will be working with words to produce sentences. The learner with a lack of vocabulary makes them cannot arrange a sentence, share their ideas, and build effective communication. Alqahtani stated that not many values can be generated in a grammatical sentence if you do not get the vocabulary needed to convey what you want to say<sup>54</sup>. So, vocabulary means the proper diction used in communication. Based on FS3, the teacher gave the students to repeating the materials and the words they could not understand to memorizing it.

“The teacher asked them to interpret it themselves and then they were asked to conclude and memorize it”<sup>55</sup>

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<sup>52</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

<sup>53</sup> Mahdalena and Muslem, “An Analysis on Factors That Influence Students’ Anxiety in Speaking English, p. 11”

<sup>54</sup> Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

<sup>55</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

For FS2, although she has difficulties in memorizing vocabulary, she stated that working together with friends are really helped because it can help both of them to memorizing the vocabulary. As mentioned by FS2 that,

“Yes. I can learn with my friends, like if I were in front of people so I can have the courage to speak so learn from friends first. Then there are still difficulties in memorizing a few words, so I will work with friends to memorize them together”<sup>56</sup>

Apart from working with friends, he also does independent practice at home such as talking in front of a mirror. So, the students sometimes creating their own way to learn more about vocabulary. As mentioned by FS2 that,

“For example, likes to talk to myself usually in front of the mirror”<sup>57</sup>

In addition, the researcher also collected data from questionnaire. The data in Table 4.2 are represent about the response of male students of their difficulties in learning speaking English skill. There is total 8 items that must be answered by the male students of social class. And the outcomes for every question that each participant responded to are displayed in Table 4.1 for male students’ responses and Table 4.2 for female students’ responses. Item 1 to item 7 is about their perceptions toward their abilities in learning to speak. Item 8 is based on the speaking aspects that will be shortened from the most difficult to the easiest aspects of English speaking skills. There are 31 female students that fully completed the questionnaire.

And below is the data collected by researchers using a questionnaire.

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<sup>56</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.

<sup>57</sup> FS2, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 2, transcript.



Table 2. Response of Female Students for each item in the questionnaire

Questions	Yes	No
1. Do you have difficulty in learning speaking? (Apakah kamu mengalami kesulitan dalam belajar speaking?)	21	10
2. Do you have difficulty in speaking practice? (Apakah kamu mengalami kesulitan dalam praktek speaking?)	29	2
3. Do you have difficulty in pronunciation in speaking practice? (Apakah kamu mengalami kendala dalam pengucapan pada saat praktek speaking?)	31	
4. Do you have difficulty arranging words into sentences (grammar) in learning and practicing speaking? (Apakah kamu mengalami kesulitan dalam menyusun kata menjadi kalimat dalam belajar dan praktek speaking?)	27	4
5. Do you still lack vocabulary? (Apakah kamu masih kurang menguasai kosa kata?)	28	3
6. Do you speak English fluently? (Apakah kamu dapat berbicara bahasa inggris dengan lancar?)	2	29
7. Do you understand when your partner speaks in English? (Apakah kamu dapat memahami apa yang diucapkan lawan bicaramu ketika dia berbicara menggunakan bahasa inggris?)	15	16
8. If it is sorted from the most difficult to the easiest, which skill is the most difficult skill? Pronunciation (pengucapan), grammar (penyusunan kata menjadi kalimat), vocabulary (penguasaan kosa kata), fluency (kelancaran), comprehension (pemahaman). (Jika diurutkan dari yang paling sulit ke paling mudah, kemampuan manakah yang paling sulit?)	1. Vocabulary: 8 2. Pronunciation: 15 3. Comprehension: 9 4. Fluency: 11 5. Grammar: 14	

Table 2 displayed the responses of female students to the questionnaire. And according to the

result of the questionnaire, it can be concluded that many female students still have difficulties in learning speaking. 21 female students claimed they still have difficulties in learning speaking and 10 female students claimed they had no difficulties in learning speaking. Then, there are 21 female students that said that they still have difficulty in speaking practice and just 2 female students that claimed they have no difficulty in speaking practice. For pronunciation, all the female students are agreed if they have difficulty in pronunciation in speaking practice. For grammar, there are 27 female students that still had difficulty in arranging word and sentences and 4 female students gave answers they had no difficulties in grammatical use. As for vocabulary, 28 female students claimed they still had a lack of vocabulary, and just 3 students had no difficulties in vocabulary. And same with male students, most of the female students were still not fluent in speaking English with 28 who say yes, and just 2 students claimed they were fluent in speaking English. For the understanding in communicating in English, 15 female students claimed that they did not understand what other people were saying, and 16 female students understood what other people were saying in English. And based on item number 8, it showed that for most of the female students that pronunciation was the most difficult speaking aspect to master and followed by grammar, fluency, comprehension, and vocabulary.

### **3. The Alternatives for Handling the Difficulties of Single Sex Students in Learning Speaking**

According to the data collected by the researcher related to the difficulties of single-sex students in learning speaking, there are some difficulties experienced by students in learning English. Nevertheless, in this case, the teacher has a very important role in providing alternatives and solutions to student learning difficulties. And to facilitate suitable teaching strategies, the teacher

must understand well the learning objectives and competencies that will be pursued by students<sup>58</sup>. Regarding this matter, researchers have interviewed T1 as an English teacher at MA Ibtidaul Falah Samirejo Dawe Kudus related to his alternatives for handling students' difficulties in learning speaking which are divided into five components speaking. Those are comprehension, fluency, vocabulary, grammar, and pronunciation.

a. Comprehension

In the learning and teaching process, T1 stated that in the use of English in class, he adapted to the needs of the students and the use of English is not too dominant. It means that he also uses the student's mother tongue, Indonesian, in delivering the material so that students can be actively involved in the teaching and learning process.

“Not really, usually when I teach it is more about interaction with students. Sometimes it is dominant to explain one material but sometimes it is also necessary to make the children active too. So, it is not too dominant”<sup>59</sup>

Furthermore, T1 explained the reasons why he was not too dominant in using English during the teaching and learning process. He explained that,

“If I'm too dominant (using English), maybe some children understand, but some students also cannot follow. Because students' abilities vary, and this class was not specifically chosen for students who have high intelligence. So evenly distributed, each class may have different abilities”<sup>60</sup>

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<sup>58</sup> Ulfiatul Mustika Wardah, "An Analysis of Teacher Strategies in Teaching Reading", p. 22.

<sup>59</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

<sup>60</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

This can be concluded as the reason why T1 did not dominantly use English in delivering teaching materials because he knew that each student has different abilities in understanding the material presented by the teacher. Nevertheless, students with poor understanding abilities can understand what the teacher conveys.

b. Fluency

For fluency, T1 claimed that he arranging some teaching method which suitable with the students' ability and their needs. He also mentioned the best way for practicing speaking in the classroom. He said,

“Dialogue, with dialogue they can express their ideas and be more creative”<sup>61</sup>

In English class, T1 usually used dialogue for teaching speaking in the classroom. He chose this method because it can help students to express their ideas and make them more creative. And in motivating students to learn speaking, he stated that he should be able to make students like English. Because if students like and are comfortable when learning English, it will be easier for students to work together in the teaching and learning process.

“I have to make the students like to study English first. Because when they like and are comfortable with the material we teach, we ask them to do whatever they want with pleasure. Including speaking as well”<sup>62</sup>

It can be concluded that the learning process to train the fluency of students, the best teaching method such as dialogue or monologue is used and it will run more easily when students like to learn English.

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<sup>61</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

<sup>62</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

c. Pronunciation

Based on T1, in the mastery of pronunciation, female students are more dominant than male students. This is because female students are more active and have more interest in learning than male students.

“Some female students are good at pronunciation, some male students are also good at pronunciation. It's almost the same but the dominance is more for female students because the interest of girls (in the class I teach) is more enthusiastic”<sup>63</sup>

T1 also stated that female students are slightly better than boys in English learning abilities. He argued that this was because there were more female students than male students as well as female students being more active than male students. And in the process of learning to speak English, students still have difficulties. This is as explained by T1 that,

“The children's problem is more because it's not a daily language, so they're also not too familiar with words and sentences in English”<sup>64</sup>

T1 explained that students often find difficulties in learning to speak English because it is not the language used in their daily lives, this causes them to not be accustomed to speaking English. And to solve this problem, he used a method to increase students' motivation in learning speaking English.

“My method is to fix it with the pronunciation first before we move on to speaking. Because for speaking, the main thing is that we

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<sup>63</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

<sup>64</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

understand and those we are talking to also understand”<sup>65</sup>

Besides that, T1 also used the repetition method because some students were unable to understand the material with only one explanation. Therefore, the repetition method is needed in learning to speak English.

“Yes, we use it because the abilities of students are different, right? There are students who, when we say it once, immediately understand, some may not understand and have to repeat it. So, we are more focused on understanding”<sup>66</sup>

It can be concluded that to make students more enthusiastic about learning to speak English, the alternatives that T1 used are to make the students like English so that the teaching and learning process will be easier. And besides that, he also used the repetition method to make the explanation clearer for students and used other learning strategies such as mind mapping to increase students' interest and enthusiasm for learning to speak. Furthermore, to improve their speaking skills, students practice speaking in every English lesson both individually and in groups by using several learning strategies such as dialogue and monologue<sup>67</sup>. Besides that, the teacher also provides psychological support, by providing learning motivations to increase student enthusiasm for learning<sup>68</sup>.

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<sup>65</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

<sup>66</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

<sup>67</sup> Observation, by The Researcher, March 29<sup>th</sup> 2023, Research Instrument, Transcript.

<sup>68</sup> Observation, by The Researcher, March 29<sup>th</sup> 2023, Research Instrument, Transcript.



## d. Vocabulary

In acquiring vocabulary, T1 claimed that the students still have lack of vocabulary. As mentioned by T1 that,

“If it's still not enough, obviously yes, because when children are asked to make sentences, they still use a dictionary, and they often ask me and their friends. But efforts to increase vocabulary still exist”<sup>69</sup>

And to solve this problem, T1 has different ways to teach vocabulary and to increase students' motivation in learning vocabulary such as involving mind mapping and using a blank space related to a song lyric. As mentioned by T1 that,

“Yes, I use mind mapping for increasing their vocabulary, like before, I made notes for the children so that they were excited and interested in this subject. And then I can use a song, so the students will more interesting if we learn trough a song”<sup>70</sup>

So, the best way to increase the students' vocabulary used by T1 are by creating an interesting mind mapping which contains words, so students can easily understand and remember what they have learned before. In addition, T1 also uses songs as learning media for learning vocabulary such as using songs that are easily memorized by students, then making learning exercises such as filling in blank spaces, guessing words, guessing song content, and so on.

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<sup>69</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

<sup>70</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

e. Grammar

For students, grammar is one of difficult component of speaking to mastered. It caused by for them, grammar has complicated form which has to used verb or pattern differently in each sentence. This can hinder the development and improvement of student grammar. However, in dealing with this, T1 as an English teacher has a learning strategy that is focused to the needs of students. Based on T1's statement that,

“Grammar is a must, it's also necessary because in order to understand tenses, you need grammar, but for children who learn speaking, we will give grammar which is so significant that later it will be difficult to understand. So, the important thing is that the person being talked to understands, that is it the first. Grammar will be added slowly later, at least the children are willing to speak, and it is good. Or it can be used a game a teaching strategy”<sup>71</sup>

So, T1 is not forced students to master well the grammar. However, not then not taught at all but taught slowly so that students do not find it difficult. And T1 mentioned that he could used a teaching game as the teaching strategy.

## B. Discussion

### 1. The Difficulties of Male Student in Learning Speaking

In the process of teaching and learning at school, students often experience difficulties in the learning process, especially in mastering foreign languages. For some students, English is a very challenging language which makes them often encounter difficulties that can hinder their learning process, especially in learning speaking English, both in mixed classes and single-sex

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<sup>71</sup> T1, Interviewed by The Researcher, March 29<sup>th</sup> 2023, Interview 7, transcript.

classes. And in MA NU Ibtidaul Falah Samirejo Dawe Kudus, the students are divided into two classes based on their gender, female class, and male class. And based on the result the research found that the students still have difficulties in learning English speaking skills. In delivering teaching material, the teacher used two languages, both English and Indonesian. And for students, both male and female students, they could slightly understand what the teacher said but it was still confusing and difficult to respond to the conversation. Based on the analysis carried out from research data conducted by the researcher was classified according to the five speaking components of speaking difficulties of male students:

a. Comprehension

Oral communication requires a subject to reply, speak, and begin it. Comprehension is a speaker's ability to easily understand what the speaker is saying to get information and avoid misunderstanding<sup>72</sup>. Furthermore, in learning English, comprehension is used to measure the understanding of the conversation. Comprehension means the speaker and listener understood the topic in the same language as the main communication, it also defines as the ability to comprehend or to produce a good communication orally<sup>73</sup>. Comprehension is really important to master by the students. By mastering comprehension, the students will easier to understanding what other people are saying and it also can help them to get information and communicate well. However, male students MA NU Ibtidaul Falah still get difficulty in comprehending English orally. It makes the teacher should switch his language from English to Indonesian language and vice versa. This is done by

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<sup>72</sup> David P. Harris, "*Testing English as a Second Language*" (New York: McGraw- Hill Book Company, 1974).

<sup>73</sup> Mahdalena and Muslem, "An Analysis on Factors That Influence Students' Anxiety in Speaking English, p. 11"

the teacher because it focuses more on how the communication process with students can be built properly during learning so that students can be more involved in the teaching and learning process. However, English remains the main focus in the learning process, while Indonesian is only the language of instruction for students' understanding. Because when the teachers dominantly speak in English, some of the students will be confused and difficult to respond. And it will affect students' understanding of learning English so that it will affect the development of their English skills, especially speaking skills.

Based on the questionnaire data, for the understanding of other people's speech using English (comprehension), there are 25 of the male students are still unable to understand what other people are talking about using English and only 2 students feel they can understand other people's speech using English. This means that most of male students are not understand what people are saying in English. So, based on the data, the teacher can use code-switched to enhance students' comprehension especially in English.

b. Pronunciation

Pronunciation is the understanding of studying how the words in a specific language are pronounced clearly when people talk<sup>74</sup>. It is also about a part of communication which includes making a correct word sounds of a language<sup>75</sup>. However, male students in MA Ibtidaul Falah Samirejo Dawe Kudus still find problems and difficulties in learning to speak in English class especially in pronunciation. Pronunciation is the most difficult aspect because if

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<sup>74</sup> Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill, p. 11"

<sup>75</sup> Mahdalena and Muslem, "An Analysis on Factors That Influence Students' Anxiety in Speaking English, p. 12"

we get the wrong spelling of words, it will change the meaning of that word and it will cause misunderstanding in communication. Furthermore, the data from questionnaire prove that 16 of 27 of male students chose that pronunciation was the most difficult speaking aspect to master and followed by comprehension, grammar, fluency, and vocabulary. It means that many of male students are still difficult in pronouncing some word or sentences in practicing English in the classroom.

c. Fluency

One of the goals of many language learners is to talk with fluency<sup>76</sup>. Fluency becomes the crucial component of speaking skill. However, for this speaking component, there are many male students that felt fluency is difficult to mastered. It can be proven on the questionnaire that 23 male students felt that they were still not fluent in speaking English, and only 4 male students felt they were fluent. This caused by some factors such as the male students in MA NU Ibtidaul Falah still stutter when asked to speak in front of the class and still feel shy and afraid of making mistakes when speaking in English. The student thought that he is not fluent enough when he asked to speak in English. It will more difficult when he asked to speak in front of class. This is due to the fear of making mistakes when speaking in front of many people.

d. Vocabulary

Vocabulary is one of the important components in speaking skills that learners have to mastered to express their idea both oral and written form to communicate effectively<sup>77</sup>. Therefore, students will

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<sup>76</sup> Azlina, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru."

<sup>77</sup> Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught."

be working with words to produce sentences. However, if the students are lack of vocabulary, they can not to produce sentence even words. Thus, male students in MA NU Ibtidaul Falah also have difficulty in mastering vocabulary. They are still find difficulties in mastering English because his vocabulary is still limited. This makes him still confused when wants to speak in English. This affects the level of self-understanding of what other people say when speaking in English. The student mentioned that he had a poor understanding of what other people were saying because he has a lack of vocabulary and he still had difficulties arranging words or sentences when asked to speak in English. The lack of vocabulary that could have affected their ability in choosing a word to speak and could have affected their level of self-understanding of what other people say when speaking in English. And based on the questionnaire in Table 4.1 proven that there are 26 students that still find difficulty in mastering vocabulary and just 1 student that thought he was had no difficulty in mastering vocabulary.

e. Grammar

The importance of grammar in the English language cannot be ignored as it is relatively an essential language that learners need to master in order to create meaningful sentences<sup>78</sup>. By mastering grammar, the students will easily to arrange word or sentences. The difficulty faced by male students in mastering grammar is because they thought that it is really hard for them to memorize because it has different form such as in using verb 1, verb 2, and verb 3. So, due to this, they thought that it will be harder if they should memorize all those verb pattern and tenses. That is why they thought that grammar is

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<sup>78</sup> Nur Syafiqah Yacob and Melor Md Yunus, "Language Games in Teaching and Learning English Grammar: A Literature Review," *SSRN Electronic Journal* 10, no. 1 (2019): 209–17, <https://doi.org/10.2139/ssrn.3367576>.



difficult. This is proven on the questionnaire that all the male students are choosing that all of them are still has difficulties in arranging word into sentences.

## 2. The Difficulties of Female Students in Learning Speaking

This part presents the analysis of the data collected by the researcher related to the difficulties of female students in learning speaking skill. The analysis will be divided into five points related to the speaking component.

### a. Comprehension

Comprehension is related to the students understanding what other people are saying especially their friends and their teacher in learning process<sup>79</sup>. To increase the comprehension of the female students because the female students still get difficulties in comprehend what people are saying, the teacher also use code-switching by using both English and Indonesian language. Many female students did not understand what the teacher said. But often the teacher translates it into Indonesian. The teacher in delivering the teaching material is not dominantly using English and sometimes switching it into Indonesian language. And the students feel okay with this because according to them even if they do not fully understand, they can ask the teacher what they do not understand. Although they do not mind if the teachers speak English dominantly, they still meet difficulties and problems in learning speaking English. If the interlocutor uses English, the students only understand a little what they are talking about but especially the meaning of the whole conversation but this is not a problem if the student is able to understand the gist of the conversation. For the understanding in communicating in English, 15 female students claimed that they did not understand

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<sup>79</sup> Mahdalena and Muslem, "An Analysis on Factors That Influence Students' Anxiety in Speaking English."

what other people were saying, and 16 female students understood what other people were saying in English. It means that most of them are understanding what the people are saying. So, just little bit female students that did not understand or comprehend in communication process.

b. Fluency

Fluency is one of the most important speaking components that must be mastered by students. Furthermore, fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression<sup>80</sup>. But, most of the female students were still not fluent in speaking English with 28 who say yes, and just 2 students claimed they were fluent in speaking English. Although in this case fluency remains a very important component of speaking to be mastered by students in communication. As stated by Shahini and Shahamirian that fluency is one of the main characteristics of communicative competence<sup>81</sup>. However, the students thought that they still get difficulty in fluency caused by some factors such as feeling nervous and having fear of making mistakes while speaking. And also, when she asked to speak English, she felt that she still had difficulty speaking English and felt that speaking English was even more difficult. This is motivated by the lack of confidence of students in speaking English. FS1 added that not fluent also affects her in constructing sentences when speaking, making it difficult for him to communicate fluently in English. This also caused by feeling afraid if making mistakes while speaking. This case is in line with Gerencheal that in foreign language anxiety there is a significant gender difference. The female students experienced higher levels of anxiety than

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<sup>80</sup> Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill, p. 94"

<sup>81</sup> Shahini and Shahamirian, "Improving English Speaking Fluency: The Role of Six Factors."

male students in their English class<sup>82</sup>.male students in their English class.

c. Pronunciation

Pronunciation is about the making of individual sounds, the correct linking of words, and the use of stress and intonation to express the intended meaning. It is also about a part of communication which includes making a correct word sounds of a language. This proven that pronunciation is important for students to mastered because in communication, producing the correct words or sentences can help someone to communicate well and avoid mistakes in communicating. But in this case the students also still experience difficulties. And these difficulties are due to the fear of making a mistake and nervousness in speaking English. Based on the questionnaire, the data proven that all the female students are agreed if they have difficulty in pronunciation in speaking practice. So, 31 female students are agreed that pronunciation is the most difficult speaking component in learning speaking skill.

d. Grammar

In speaking skills, grammar may help the learners to distinguish the formal and informal expressions or polite and impolite expression. In line with that statement, this can be their reflection to achieve a higher level of speaking proficiency and improving a good speaking performance. In short, grammar helps the learners to produce the correct words and sentences correctly<sup>83</sup>. Grammar is an

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<sup>82</sup> Berhane Gerencheal, "Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year English Major Students in Focus Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year Engli," *African Journal of Education and Practice (AJEP)* 1, no. 1 (2016): 1–16, [www.iprjb.org](http://www.iprjb.org).

<sup>83</sup> Damayanti and Listyani, "An Analysis of Students' Speaking Anxiety in Academic Speaking Class."

important component of speaking skills that have to be mastered by the learner, this part is necessary for students to speak with a correct word in the conversation both in oral and written form. However, in this component the female students still get difficulty in arranging word or sentence and still being afraid of making mistakes. And also, they thought that grammar is difficult because it has to use verb 1 and verb 2 on it. Furthermore, the data from questionnaire also proven that, there are 27 female students that still had difficulty in arranging word and sentences and 4 female students gave answers they had no difficulties in grammatical use.

e. Vocabulary

Vocabulary means the proper diction used in communication. Vocabulary is one of the important components in speaking skills that learners have to mastered to express their idea both oral and written form to communicate effectively<sup>84</sup>. However, based on the data 28 female students claimed they still had a lack of vocabulary, and just 3 students had no difficulties in vocabulary. It means that most of them are difficult to communicate effectively because they difficult to arrange sentences or words. This is caused by they do not know the pattern and due to the many of grammatical pattern so they got confused when want to used it.

### 3. The Alternatives for Handling the Speaking Difficulties of Single-Sex Students

In the teaching and learning process, sometimes students still have difficulties in mastering learning materials. They find difficulties that can be an obstacle for them to develop their abilities. And in this case, the teacher has an important role in facilitating students with suitable teaching strategies and teaching methods. And in choosing

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<sup>84</sup> Mahdalena and Muslem, "An Analysis on Factors That Influence Students' Anxiety in Speaking English, p. 11"

a suitable teaching strategy, the teacher must understand well the learning objectives and competencies<sup>85</sup>. And this research shows that the male and female students in MA NU Ibtidaul Falah Samirejo Dawe Kudus still had difficulties in learning speaking skills such as pronunciation, arranging words into tenses, fluency, comprehension, lack of confidence, etc. Their difficulties were caused by some factors like lack of vocabulary, lack of confidence, and fear of making mistakes. These difficulties would be an obstacle for the student to improve their abilities in speaking English. And T1 used some teaching methods to reduce student learning difficulties. The teaching strategy used by T1 related to five speaking component was as follows:

a. Comprehension

The strategy for difficulties in comprehension is adjusted to the needs of the students. In delivering learning and teaching materials, the teacher used English not too dominant. It means that he also used the student's mother tongue, Indonesian, in delivering the material so that students can be actively involved in the teaching and learning process. This was done by him because each student has different abilities in understanding the material presented by the teacher. In addition, students with poor understanding abilities can understand what the teacher conveys if the teacher dominantly uses English in communication. In this case, this activity can be called as code-switching.

In learning English at Indonesian schools, almost all teachers use code-switching in delivering material to students, so that students understand more quickly what they explain. In Indonesia, the use of code-switching has become a trend for English teachers in teaching students so that they are involved in the learning process<sup>86</sup>. In this case, almost all

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<sup>85</sup> Ulfiatul Mustika Wardah, 'An Analysis of Teacher Strategies in Teaching Reading', *Journal of English Education Program*, 2.1 (2021), p. 22.

<sup>86</sup> Hamid, "Code-Switching Between The Teachers and Students of The Conversation, p. 25"

students in English classes use English and Indonesian in their learning activities. And people who speak of more than one language are known to code-switching for their languages during communication.

b. Fluency

The teacher should be taught speaking skills through communicative activities in the appropriate activities which can support students to get concerned actively in the activities<sup>87</sup>. So, to engage students in the learning and teaching process, the teacher used dialogue to increase students' interest and motivation in learning speaking especially at their fluency, the teacher chose dialogue as the teaching method because it can help students to express their ideas and make them to be more creative. And to motivate students to learn speaking, the first thing that must be done is to make students like to learn English. This means that the teacher's role is very important in building a fun and interesting learning atmosphere for students so that students become motivated and enthusiastic about learning. Because if students like and are comfortable when learning English, it will be easier for students to work together in the teaching and learning process. In addition, involving dialogue in the learning process also could improve students' social skills because students will be asked to work together and interact with other friends which is beneficial for their social skills. As mentioned by Huriyah et al, that peer dialogue becomes one of the ways to improve students speaking ability<sup>88</sup>. In collaborative dialogue, learners work together to solve linguistics problems and construct language or knowledge about language. Language mediates this process-as a cognitive tool to

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<sup>87</sup> Mahdalena and Muslem, "An Analysis on Factors That Influence Students' Anxiety in Speaking English, p. 11-12"

<sup>88</sup> Lilik Huriyah et al., "Peer Dialogue as an Effective Way for Teaching Speaking: Indonesian EFL Students' Voices" 434, no. Iconelt 2019 (2020): 235–37, <https://doi.org/10.2991/assehr.k.200427.046>.



process and manage meaning-making; as a social tool to communicate with others<sup>89</sup>.

In addition, to improve the students' speaking skills, students should practice their speaking in every English lesson both individually and in groups by using several learning strategies such as dialogue and monologue or other strategies that are suitable to students' needs. And the teacher at MA NU Ibtidaul Falah Samirejo Dawe Kudus always motivated students to practice their speaking skills. The teacher also provided them with various teaching strategies such as dialogue and mind mapping so the students will enjoy and be interested in the learning process.

c. Vocabulary

The other learning strategy that can be used to increase students' interest and enthusiasm for learning to speak especially at memorizing vocabulary is such as mind mapping. By using mind mapping, the teacher can be more creative in delivering the teaching materials and can help the teacher to make the learning atmosphere to be more fun and interesting. In addition, using mind mapping as a learning strategy will make the material presented more organized so that students will find it easier to understand the learning material. Based on Heidar et al, English vocabulary through the use of mind maps could help the experimental group outperform the control group on the delayed posttest<sup>90</sup>. Torkashvand also emphasized that concept mapping strategies were also quite effective for teaching English vocabulary and that concept mapping proved

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<sup>89</sup> Huriyah et al, "Peer Dialogue as an Effective Way for Teaching Speaking: Indonesian EFL Students' Voices", p. 235.

<sup>90</sup> Ahmad Ali Heidari and Lotfollah Karimi, "The Effect of Mind Mapping on Vocabulary Learning and Retention," *International Journal of Educational Investigations* 2, no. 12 (2015): 54–72, <http://www.ijeionline.com/attachments/article/49/IJEI.Vol.2.No.12.07.pdf%0Aww.w.ijeionline.com>.

its efficiency and suitability, but mind-mapping strategies turned out to be more effective<sup>91</sup>.

d. Pronunciation

T1 in delivering learning material also used the elaboration strategy because this strategy helps the teacher to make the learning material simpler and easier to understand by the students. In using this strategy, it provides additional information by combining new information and old information so that teachers can provide their students with more extra information to help them understand the learning material. In addition, the elaboration strategy helps in the transfer of new information from short-term to long-term memory in the brain<sup>92</sup>. Furthermore, in elaborating on the learning materials, T1 dominantly used Indonesian as the student's mother tongue rather than English because not all students fully understand if English is used more dominantly.

Furthermore, T1 also used the repetition method because some students were unable to understand the material with only one explanation. Therefore, the repetition method is needed in learning to speak English. The repetition method was used because it would help the teacher to make the explanation clearer for students. This strategy is used to practice students' memorization of certain learning materials. The memorization skills of students can be enhanced through a variety of learning exercises<sup>93</sup>. These include, for instance, memorization of words, grammatical patterns, sentence structure, paragraph features, language use, etc. Everything that was already stored in the mind was recalled for quick, easy, and limited uses. Because in the classroom certainly

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<sup>91</sup> Torkashvand, ZMale and female learners' vocabulary achievement through concept mapping and mind mapping: Differences and similarities. *Educational Research and Reviews* 10(7), (2015), 790-798.

<sup>92</sup> Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning, p. 19"

<sup>93</sup> Mantra et al, "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning, p. 18".

not all students have the same ability to understand, so in this case the repetition strategy is needed to build students' memory in learning.

e. Grammar

For teaching grammar, the teacher prefers using game as teaching strategy. The use of game in teaching grammar is really useful because game provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. Games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. Games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situations which have a purpose<sup>94</sup>. The game usually used by the teacher such as using sticker note, pick a sentence, and so on.

So, based on the result above it can be concluded that some solutions used by the English teacher in MA NU Ibtidaul Falah Kudus to solve the students' problems related to their difficulties in learning speaking English skills. Those solutions included adaptation to students' needs, using dialogue, using mind mapping, using elaboration strategy, using repetition strategy, and practicing their speaking skills. Moreover, the level of competition between students in the class is very low so students are less motivated to compete in improving their speaking skills. Because there is still a lack of competition among students, maybe the school can hold interesting and fun learning programs for students so that students can be more motivated to study harder, especially in speaking English. Besides that, schools can design other

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<sup>94</sup> Gülin Yolageldili and Arda Arikan, "Effectiveness of Using Games in Teaching Grammar to Young Learners," *Elementary Education Online* 1, no. 1 (2011): 186–89, <https://doi.org/10.1109/mikon.2004.1356893>.

activities such as competitions related to English so that the level of competition between students of the same gender or different gender can increase. The use of learning media and other learning strategies can also be involved for classes that lack competition such as storytelling, flashcards, and drama in practicing English in the classroom.

