

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the research. The statement of the problem is the factors that cause students' difficulties in speaking English, and how to solve the students' difficulties in speaking English on the eighth grade of MTs in Jepara. The findings were based on data analysis of observations, interviews, and documentation.

A. Research Result

After doing research, the researcher describes the results of research to answer the research questions. The research findings have been concluded from the observation, interview also documentation. This research has been done from October 9th until 16th, 2023, in the MTs in Jepara. The researcher has researched the factors of students difficulties in speaking English. In this research, the researcher obtained the data by deploying interview to the English teacher, and the eighth grade students at MTs in Jepara. At the documentation stage, the researcher documented the results of the observation and interviews in the form of photos and data files related to the topic.

1. The Factors that cause Students' Difficulties in Speaking English

Based on the observation and answer to the interviews of English teacher and students, the researcher found that most of the eighth grade students still face some difficulties in speaking English when learning in class.

a. The Result of Observation

The researcher has conducted the observation at October 9th till 11th 2023 in the VIII-A and VIII-B class. During the observation, the researcher found the results. The students always started the study with praying together and read Al-quran for 1 hour, 10 minutes. After that, teacher will started the lesson. In this meeting, the topic of the lesson was about "Greeting Card". before starting the lesson, the teacher greets the students, in order to practice the students' speaking skills by getting used to conversations, like "Good morning class?, How do you do?, What is lesson today?". The teacher asked to the students, "What is greeting card?". During the learning process, the teacher emphasizes the speaking process more than theory by applying it to students, such as using "Repeat after me" concept so that students imitate what the teacher says. The teacher explains about "Greeting Card"

along with examples. Then the teacher asks students to make an example of greeting card, after that, students are asked to read the sentences they made along with the translation.

Based on the observations obtained by the researcher, the researcher found that students' ability in English was still low. Some students responded very enthusiastically. They actively answer questions or respond to what the teacher says even though they are not very perfect in language. However, most of them responded out of topic. This is due to their ignorance regarding the vocabulary for speaking English. They also experienced problems during the speaking process, which is regarding pronunciation. They complained about difficulties between different writing and reading styles. There are also some of them who choose to just remain silent because they do not know what they want to say and do not know what to answer.¹

b. The Result of Interview

The researcher was done interview to support the observation. The interview has been conducted to the teacher and some students who have been selected by the researcher based on the criteria needed for the research. Researcher interviewed teacher who taught English subject in the VIII-class and 10 students in two classes, which is VIII-A dan VIII-B including:

Informants		
Informant 1	English Teacher	
	Students	Ages
Informant 2	MAA	14
Informant 3	LACA	12
Informant 4	RAA	14
Informant 5	S	14
Informant 6	SPA	13
Informant 7	SNA	13
Informant 8	GRA	13
Informant 9	AS	15
Informant 10	NLR	13
Informant 11	FAF	14

¹ The results of observation carried out by researcher, October, 9-11nd, 2023

Based on the perspectives of the people interviewed, researcher obtained several findings including:

1) Interview of English Teacher

Researcher interviewed the English teacher who teaches in VIII-class. In the interview session conducted, English teacher conveyed several statements related to several questions asked by the researcher. Students' enthusiasm for learning English in class is still low. Many students are enthusiastic, but there are also some students who are not. As for those who are not enthusiastic because they lack interest in English. Students tend to be awkward when asked to practice, or at least asked to pronounce sentences in English. Some students complain about writing and reading differently in English. Because of this, mental problems arise in students such as shame, fear, lack of self-confidence, and others.

Teacher need to emphasize three things, which is repetition, habituation, and mentality. The role that the teacher must play in this case is developing interest. Teacher must help increase students' interest by directing, making students happy or interested in learning first. The method used can be varied, such as during learning, teacher can fill the cooling break with singing to minimize boredom in class. Then, learning can focus more on the theme being taught to avoid confusion among students, such as when the teacher first starts greeting students, the teacher can immediately insert the material that will be taught that day. Avoiding theory and prioritizing practice, students are invited to chat directly to practice what they experience.²

2) Interview of Students

It cannot be denied that English is a difficult subject for students. every time students are asked which subject is difficult, they will definitely answer, one of them is English. It is no longer an open secret, it is often found in the school environment or outside of school, students openly and clearly state that they really do not like this subject.

² English teacher., interviewed by the researcher, October 14rd, 2023, transcript.

From the result obtained by researcher through interviews, most of the students above stated that they did not like English subject. Some say it is difficult, they do not understand, and many more. Their responses were quite varied. One of the students, informant 6 said, “*Saya meng-rate bahasa Inggris di nomor 7 mba, karena kadang suka, ya kadang juga ga suka. Tergantung suasana hati, kalau lagi mood rasanya suka belajar. Tergantung apa yang diajarkan juga sih*” (“I rate English at number 7 miss, because sometimes I like it, sometimes I do not. It also depends on the mood, if I am in a good mood so I like to study. It also depends on what is being taught”).³ Informant 7 also commented, “*Aku ga faham-faham banget mba, soalnya gapernah belajar. Karena ga faham, jadi aku gasuka*” (“I do not really understand miss, cause I never study. Because I do not understand so I do not like it”).⁴ According to them, there are various reasons why they do not like English as a subject in class. The material studied is also a factor in their dislike of English. If the teacher explains material that they think is a bit complicated and they find it difficult to understanding, then they automatically do not like it. And conversely, if the material presented by the teacher is quite easy to learn, then they will feel a little enthusiastic about learning and actively participate in learning in class.

Apart from the large majority who are against English, there are still some students who are pro for this subject. Informants 10 shared “*Suka mbak, biar tahu arti lagu bahasa inggris. Aku kan suka dengerin lagu-lagu bahasa Inggris, jadi tiap belajar di kelas aku semangat biar tahu arti lagu-lagu yang aku dengerin hehe*” (“I like it miss, so I know the meaning of English song. I like listening to the English songs, so every time I study in class, I am excited to know the meaning of the songs I listen to hehe”).⁵ Those who like it are those who want to be fluent in a foreign language, some even want to look cool by mastering English.

³ Informant 6, interviewed by the researcher, October 12rd, 2023, transcript

⁴ Informant 7, interviewed by the researcher, October 12rd, 2023, transcript

⁵ Informant 10, interviewed by the researcher, October 16nd, 2023, transcript

There are many reasons why students are not enthusiastic during teaching and learning activities in class. So far, the teacher factor is the main cause. In general, students will be more interested and focused on the lesson if the teacher teaches according to their expectations, such as a teacher who is fun when teaching, kind, rarely angry, and easy to joke with. If the opposite is true, students tend to be lazy about following existing lessons.

In learning, researcher found students who were faced with many difficulties. Most of the difficulties experienced arise from the speaking aspect. As one student said, *“Iya mba, saya sangat kesulitan. Tulisan dan cara bacanya kan beda, jadi ngomongnya belibet dan saya sering salah”* (“Yes miss, I am really having a trouble. The way it is written and how to speak is different, so speaking is confusing and I often make mistakes”).⁶ In this case, the researcher focused on two factors when interviewing students, which is emphasizing factors that students had difficulties in speaking including linguistic factors (vocabulary, grammar, and pronunciation) and psychological factors (fear of making mistake, anxiety, shyness, lack of confidence, and lack of motivation). The results obtained by researcher are:

a) Students Linguistics Problem

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. In generally, linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

(1) Poor in Grammar

Based on the students’ point of view, grammar is the toughest obstacle in learning English. Most students in the entire class stated that they did not know anything about grammar.

⁶ Informant 8, interviewed by the researcher, October 16nd, 2023, transcript

One of students, Informant 4 commented about grammar:

Researcher: *Apakah kamu tahu tentang grammar, jika diminta rate dari angka 1 sampai 10. Di angka berapa kira-kira kamu mengetahuinya?* (Do you know about grammar, if you were asked to rate it from 1 to 10, what number do you think you know?).

Informant 4: *Kalau saya di angka 5* (I rate it at number 5)

Researcher: *Kalau boleh tau alasannya, kenapa ngasih angka 5?* (If I may know the reason, why did you give the number 5?)

Informant 4: *Dikelas saja guru jarang mengajar itu. Makanya engga faham. Paling kalo ikut les baru diajarin dikit-dikit* (In class, teacher rarely teach that. That is why I do not understand. At most, if I take lessons, I will only be taught a little bit”)⁷

Basically, grammar is the main foundation of language. Not understanding grammar causes other obstacles in speaking, such as lack of confidence and embarrassment about making mistakes when speaking.

(2) Lack of Vocabulary

In this pattern the problems of students is lack of vocabulary. Students are confused when they speak English because they do not understand the vocabulary they will use. Researcher focus on the process of memorizing and students’ mastery of vocabulary as a language support medium.

Researcher: *Apakah kamu menghadapi kesulitan dalam menghafal dan menguasai kosakata?* (Do you face any difficulties in memorizing and mastering vocabulary?)

Informant 8: *Tidak mba, soalnya biasanya diberi waktu untuk menghafal. Tapi biasanya lebih mudah lagi saat menghafal kalau kata-katanya yang simpel, gampang dibaca.* (No miss, because

⁷ Informant 4, interviewed by the researcher, October 12nd, 2023, transcript

usually I am given time to memorize. Usually it is easier to memorize if the words are simple, easy to pronounce)⁸

From the conversation above, researcher obtained data that the process for most students in memorizing is quite easy for several reasons, one of which is that students have free time or are given time to memorize by the teacher. They easily memorize the vocabulary that only relate with their lesson at school, simple words, words that are easy to pronounce or everyday vocabulary that they usually use. If the students get vocabulary that is difficult to pronounce, it will hinder the process of memorizing and mastering them because it is difficult to pronounce it. Apart from that, there are also students who are confused because many of the vocabulary are the same in writing but different in pronunciation, and which have different meaning in several contexts.

(3) Poor in Pronunciation

In the interview sessions, some students mentioned that they have problems in pronouncing some English words.

Researcher: *Apakah kamu menghadapi kesulitan dalam mengucapkan tulisan Inggris?* (Do you face difficulties in pronouncing written English?)

Informant 9: *Iya, dilihat dari tulisannya saja sudah rumit mba, apalagi bacanya. Biasanya kan, tulisan begini, tapi cara bacanya beda. Sulitnya disitu* (Yes miss, just looking at the writing, it is complicated, let alone pronounce it. Usually, it is written like this, but the way to pronounce it is different. It is difficult)⁹

Most students face difficulties in pronouncing words or sentences. The differences in writing and speaking, as well as the letters which they think are complicated, are obstacles in themselves, making them confused and often

⁸ Informant 8, interviewed by the researcher, October 16nd, 2023, transcript

⁹ Informant 9, interviewed by the researcher, October 16nd, 2023, transcript

pronouncing them wrong. Sometimes they make mistakes of it, even when they have to repeat what the teacher uttered before, they still have false pronunciation. It also happened when they tried to pronounce a text in English. They faced difficulties when they did not know how to pronounce those words.

b) Students Psychological Problems

Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards students' speaking performance. There are some psychological problems that affect students in speaking:

(1) Fear of making Mistake

The students are very afraid when in English class, especially when the teacher asks them to speak in English. This is included in the social problems faced by students. The classroom is a society where students from various backgrounds present with different interests and attitudes. The classroom culture is quite heterogeneous in multilingual classes and students show various behavioral activities in the classroom. Different students might have different bits of intelligence and they may perform differently in the classroom. In the interview, a student (informant 6) shared, "*Iya takut, takut salah baca. Malu juga sama teman*" ("Yes, I am afraid. I am afraid I will pronounce it wrong. I am also embarrassed by my classmates").¹⁰ The student (informant 5) becomes hesitant to speak in the class because of fear of being mocked.¹¹ Other student (informant 11) also commented "*Malu mba, takut diketawain sama temen*" ("I am shy miss, I am afraid of being laughed at by classmates").¹² Most of the students interviewed by researcher

¹⁰ Informant 6, interviewed by the researcher, October 12nd, 2023, transcript

¹¹ Informant 5, interviewed by the researcher, October 12nd, 2023, transcript

¹² Informant 11, interviewed by the researcher, October 16nd, 2023, transcript

agreed to comment that they were afraid of making mistakes when they started speaking English in class, which is they were afraid of pronouncing words or sentences incorrectly. The attitude of students towards committing mistakes is also another factor that discourages students to practice English in the classroom.

(2) Anxiety

Anxiety is classified as a personal problem. It means, how an individual gets into problems due to their personal characteristics. One of the students (informant 2) shared that "*Cemas banget mba, malu diliat teman-teman, bikin gugup*" ("I am really anxious miss. I am embarrassed to be seen by my classmates, it makes me nervous"). His experience of speaking English reveals how nervous students feel when they face the mass in the classroom.¹³ In the same way, another student (informant 10) said that "*Didepan tiba-tiba nge-blank pas mau ngomong, apalagi diliat teman-teman sama guru juga*" ("When I am in front of the class, suddenly I went blank when I want to speak. Especially when my friends and teacher saw me too"). This means students lose their confidence when they are asked to speak in the classroom. From the above expressions, it can be said that students are unable to speak or develop their speaking skills due to their anxiety which arises due to various factors, one of which is not understanding how to pronounce English words.

(3) Shyness

Shyness refers to an emotional thing that many students suffer from when they must speak in class. This indicates that shyness can be a source of problem in students' learning activities, especially in the class of speaking. From the data obtained, students' feelings of shyness arise due to various reasons. Most of English students feel shy when they speak the language because they

¹³ Informant 2, interviewed by the researcher, October 12nd, 2023, transcript

think they will make mistakes when they talk, such as not understanding English, unfamiliarity with speaking, fear of being confused and fear of making mistakes in pronunciation. Being seen by friends also makes them afraid of being laughed. In the same way, immediate correction by the teacher is also one of the major problems of speaking. In similar regards, one student (informant 5) said “*Pas aku ngomong bahasa inggris terus dikoreksi pak guru didepan kelas, temen-temen tahu, jadi malu mba*” (“When I spoke English, the teacher kept correcting me in front of the class, my friends found out, so I was embarrassed miss”). Teacher correction techniques also play a very vital role in learning a language. Students feel discouraged if they are corrected immediately in front of other students.¹⁴ Thus, instead of trying, shy people tend to keep silent than embarrassing themselves.

(4) Lack of Confidence

In learning english, over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. Even if they were knew how to pronounce it, sometimes they were not believe in themselves. The foreign language factor is also an obstacle in understanding, especially in speaking (informant 4).¹⁵ Most of them were were lack of confidence in term of pronouncing the words in english. When they make some mistakes in pronouncing the English words, automatically their classmates will laugh them (informant 2).¹⁶ One student (informant 10) commented, “*Takut kalau gurunya gapaham aku ngomong apa, jadi ga percaya diri*” (“I am afraid that the teacher will not understand what I am saying, so I will not be

¹⁴ Informant 5, interviewed by the researcher, October 12nd, 2023, transcript

¹⁵ Informant 4, interviewed by the researcher, October 12nd, 2023, transcript

¹⁶ Informant 2, interviewed by the researcher, October 12nd, 2023, transcript

confident”). When they spoke English, they felt less confident and were afraid of making a mistake or the teacher not understanding what they were saying, so when the teacher told them to speak English, sometimes they used Indonesian or even kept quiet.¹⁷

(5) Lack of Motivation

Based on the interview data, students in class need motivation in learning English. Motivation can come from anywhere. There are many factors that teacher or other factors can do to support students’ learning process in class, especially to make students interested in the process of learning English speaking. One student commented, “*Saya biasanya semangat belajar bahasa Inggris karena gurunya asik mba, karena teman juga*” (“I am usually enthusiastic about learning English because the teacher is fun, my friends too”) (Informant 7). Teacher and classmate factors turned out to be a big influence in the students’ speaking learning process. Most students admit that they are more enthusiastic about learning if the teacher who teaches is fun and exciting for them. The definition of fun for them is a teacher who is not too rigid in the teaching and can be joked with. Apart from teacher, friends also play a role in a students’ learning process. Having classmates who like to bully, ridicule, or laugh at students when practicing speaking or something like that can more or less affect the students’ mental state.¹⁸

Apart from the two factors above, another student (Informant 9) juga menyebutkan bahwa suasana kelas dan proses belajar juga bisa membuat siswa termotivasi, “*Belajar harusnya dengan santai mba, diselang-seling dengan bercanda, tidak terlalu serius, yang kaya gitu bikin semangat dan termotivasi*” (“Learning

¹⁷ Informant 10, interviewed by the researcher, October 16nd, 2023, transcript

¹⁸ Informant 7, interviewed by the researcher, October 12nd, 2023, transcript

should be relaxed miss, interspersed with jokes, not too serious, those that made me enthusiastic and motivated”).¹⁹ The learning process that students expect is the application of the concept of learning together, learning to practice speaking in a relaxed manner, packaged with games or learning while playing so that students will not get bored in the learning process. Apart from that, the classroom atmosphere also influences, a noisy and rowdy class can reduce students’ motivation to learn speaking.

B. Discussion

Based on the research findings, the researcher will discuss the research. The discussion is about the students’ difficulties speaking English. The factors that cause students’ difficulties of the eighth grade students in learning to speak and how to solve their difficulties in speaking English.

1. The Factors that Cause Students’ Difficulties in Speaking English

Learning English as a second or foreign language makes student get some difficulties. Mastering speaking is regarded as the most difficult skill in a second language. Students face various problems while mastering speaking skills. The students were so difficult to speak by using English even in very simple sentence. It was means that most of them in low ability in English speaking. As related to Santi Astuti, problems that contribute to the students’ difficulty in speaking, divided into two categories: linguistic factors and non-linguistic (psychological) factors.²⁰ This will be discussed by the researcher as follows:

a. Linguistic Factors

Speaking is complex skill because at least it is concerned with component of grammar, vocabulary, and pronunciation.²¹ Mastering these three components is the basic point in learning to speak proficiently. And conversely,

¹⁹ Informant 9, interviewed by the researcher, October 16nd, 2023, transcript

²⁰ Santi Astuti, “An Analysis of Students’ Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year of 2022/2023” (Surakarta: UIN Raden Mas Said, 2022), p.20

²¹ Tasmia, “Students’ Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi” (Jambi: UIN Sutha Jambi, 2019), p.31

if students do not master these three components, then they will face various difficulties when trying to speak. Based on the analysis carried out by the researcher, it drawing out as follows:

1) Grammar

Grammar is the main foundation of language. Speakers can communicate and convey their messages clearly and meaningfully because of their ability and understanding of grammar. However, in this case, the researcher found that students feel inhibited in learning to speak as they do not master knowledge of this factor. Grammar or it is also known as sentence pattern and formula starts to inhibit students to speak English. Based on the students' point of view, grammar is the toughest obstacle in learning English. All of the various responses displayed by the students have led that most students in the entire class do not know anything about grammar. In the same way, their knowledge of grammar is still very low. This ignorance causes limited participation in students' speaking in class during learning. This is in line with the theory of Ita Suryani et al which state that, students do not have any eagerness to participate actively in the classroom for they have lack of knowledge in sentence pattern and formula of oral and written English.²² Not understanding grammar also causes other obstacles to arise in speaking, such as students who are not confident and they who are embarrassed to make mistakes when they start speaking. Lack of grammatical patterns made speakers may not speed up their delivery in speech, therefore they may be heisted to continue their conversation.

2) Vocabulary

Lack of appropriate vocabulary is also the other major causes of speaking difficulties. Vocabulary also take part to inhibit students in learning to speak. Based on the analysis carried out by the researcher, many problems faced by students are related to vocabulary. The main problem seen is that students' vocabulary mastering

²² Ita Suryani, I Wayan Suarnajaya, & Ni Putu Astiti Pratiwi, *Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja*, Vol.4, International Journal of language Education, 2020, p.52

was limited. Students confused when they speak English because they do not understand the vocabulary they will use. In this case, researcher found, when the teacher tried to make a conversation with some students, they were looked so difficult to answered questions by questions. When the teacher tried to ask them about the topic being studied, they answer whatever is on their mind without caring about whether what was said is right or wrong. There are also those who even respond off topic because they do not know what to say. This is due to their lack of knowledge regarding vocabulary in speaking English.

Moreover, students' lack of vocabulary also results in feelings of nervousness because they do not know what they should say in front of the class. Beside that, students also face other obstacles, which is in the process of memorizing and remembering vocabulary. They easily memorize the vocabulary that only relates to their lesson at school, simple words, words that are easy to pronounce or everyday vocabulary that they usually use. If students get vocabulary that is difficult to write, it will hinder the process of memorizing and mastering vocabulary because it is difficult to pronounce it. Beside that, there are also students that are confused because there are many vocabulary that are almost the same in writing but different in pronunciation, and which have different meanings in several contexts. The obstacles mentioned above become obstacle for students in learning to speak which is in line with the opinion that states that students who have problems in learning new words and combining words triggered vocabulary as the factor inhibiting students in speaking to start appear and inhibit students in learning to speak English as a foreign language.

3) Pronunciation

Almost all of the students still have difficulties speaking English. In this case, the researcher's focus was on students' obstacles in speaking, which is poor pronunciation. Based on the analysis carried out by the researcher, some students have problems in terms of pronunciation or ways to say words or even a sentences in English. This is in line with the opinion from Ita Suryani et al which state that pronunciation inhibits

students for they do not know ways to pronounce correct words in English in more proper way.²³ *The statements from the students can be seen from the result of the interview* which is most of them, still face difficulties in pronouncing words or sentences. Many students complain about the difficulty of pronunciation in English. These complaints arise for various reasons, such as differences between writing and pronouncing. For example, the word “island”, pronunciation errors in this word are often heard. Most people pronounce “is-land” by pronouncing the “s” clearly. Meanwhile, the correct way to pronounce it is “i-land” (letter “s” should not be pronounced). Other complaints also arise due to the large number of words that have similar pronounce, for example “weak” (lemah) with “week” (pekan) and “pour” (menuang) with “poor” (miskin). These words are similar in pronunciation but have different meanings. It makes it difficult for students to determine the true meaning.

Moreover, the arrangement of the letters of the vocabulary which students think is complicated is an obstacle in itself, because this makes them confused and they often pronounce it wrong. These words are “inexorable” (tidak terhindarkan), “kerfuffle” (keributan), “lachrymose” (orang yang suka menangis), and so on. Apart from the complicated arrangement of the letters of those words, this vocabulary is also words that is rarely known and is generally rarely used on a daily basis. Sometimes, students made mistakes of it, even when they have to repeat what the teacher uttered before, they still in false pronunciation. In fact, when interacting with teacher, most of them do not pronounce words or sentences correctly. Some of them choose to just remain silent, not responding to the teacher’s word because they do not knew how to say a word in English that actually they want to say. Students who are not good at pronunciation so it will make them cannot increas their speaking abilities. If they have bad pronunciation, it

²³ Ita Suryani, I Wayan Suarnajaya, & Ni Putu Astiti Pratiwi, *Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja*, Vol.4, International Journal of language Education, 2020, p.52

makes other people not understand what they are trying to say. Not pronouncing words properly and correctly, can make the person you are talking to feel confused. Similarly, If they pronounce a word incorrectly, the meaning they want to convey can be very different and will produce a different meaning. And also resulting in a misunderstanding with the person they are talking to.

b. Psychological Factors

As stated by Willy Suari, there are some typical learner problems in speaking, those being; lack of confidence, anxiety, shyness, fear of making mistake.²⁴ The most common psychological problems that hinder students from speaking, such as anxiety, lack of self-confident, and lack of motivation.²⁵ In this case, the researcher focused on 5 psychological factors. The psychological problems becoming the focus of the study are fear of mistakes, anxiety, shyness, lack of confidence, and also lack of motivation. All these psychological factors are interrelated to each other.

1) Fear of making mistake

As argued by many experts, fear of making mistake becomes one of the main factors of students' reluctance to speak English in the classroom. In existing cases, generally, most students choose to remain silent rather than worry about making mistakes. This is under Gambhir Bahadur Chand opinion which states that One reason why students are often worried to even try to speak in a foreign language is their fear of making mistakes.²⁶ Based on the analysis carried out by the researcher, The students admitted that they are very afraid to make mistake when in English class, especially when the teacher asks them to speak English in front of class. Students' fear arise not without reason. They do not try to speak for various reasons, such as fear of making

²⁴ Willy Suari, "An Analysis of Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa" (Medan: UIN Sumatera Utara Medan, 2021), p.22

²⁵ Ninuk Krismanti, Maria Margaretha Siregar, *Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin*, Vol.12, LENTERA Jurnal Ilmiah kependidikan, 2017, p.6

²⁶ Gambhir Bahadur Chand, Challenges Faced by Bachelor Level Students While Speaking English, Vol.6, Indonesian Journal of English Language Teaching and Applied Linguistics, 2021, p.6

mistakes in English pronunciation, their lack of understanding of the pronunciation of words or even sentences in English gives rise to students' own fear of starting to speak. Additionally, Students also fear arranging words when speaking English because of their poor vocabulary and the fear of making grammar mistakes. Besides that, they will also be embarrassed if they make mistakes when speaking English, fear that what is being said will not be understood by the listener, fear of saying the wrong word, and so on.

2) Anxiety

Anxiety is a feeling or worried that something bad is going happen.²⁷ It is considered as one of the most common psychological problems affecting students' foreign language learning, especially in speaking. Anxiety is classified as a personal problems. It means, how an individual gets into problems due to their personal characteristics. Based on the analysis carried out by the researcher, students' anxiety when speaking arises due to various things. The first is anxiety about their own abilities, students' ignorance about the rules for speaking ability, which basically means that in speaking there are factors that need to be mastered, such as grammar, vocabulary, and also pronunciation. Students' poverty in these three factors certainly causes anxiety, making them not dare to start speaking. In the same way, environmental factors can also cause anxiety in students, for example classmates who are not supportive. Students anxious about other people's judgments about them, anxious that what they say will not be understood by listeners and also anxious that their friends will laugh at hem if they made mistakes in sspeaking.

Students' anxiety in speaking also has several possible consequences, including affecting the students' own performance. This is in line with the opinion of Andi Annisaa Hanifah Nursyam that states anxiety about speaking a definite language can affect students'

²⁷ Ninuk Krismanti, Maria Margaretha Siregar, *Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin*, Vol.12, LENTERA Jurnal Ilmiah kependidikan, 2017, p.65

performance.²⁸ When students are anxious, their speaking performance will be influenced. The results of the students' interview also have shown that blank can occur at any time. Students who are talking in front of the class will suddenly fall silent when the teacher and their friends see them. This means students start to anxious and lose their confidence when they are asked to speak in the classroom. The condition often occurs among language learners, speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking.

3) Shyness

Seyyed Ali Ostovar Namaghi et al found that shyness has a significant effect on second language acquisition, especially in speaking.²⁹ It starts inhibiting students in speaking as they are asked to perform speaking in front of the class in the form of dialogue, speech, and even presentation. Based on the analysis carried out by the researcher, shyness in students arises for various reasons. Most of English students feel shy because they think that they will make some mistakes when they start to talk. This is in line with Ninuk Krismanti & Maria Margaretha Siregar which state that most of English students feel shy when they speak the language because they think they will make mistakes when they talk.³⁰ Students are afraid of making mistakes because they do not understand about English, are unfamiliar with speaking, are afraid of being confused and are afraid of making mistakes in pronunciation.

Speaking in front of people is one of the more common phobias that students encounter and feeling of shyness, that makes their mind go blank or forget words that they have to say in speaking performance. Moreover,

²⁸ Andi Annisaa Hanifah Nursyam, "A Study of Students' Problems in Daily English Speaking Activity (The Eleventh Grade Science Students of SMAN 10 Makassar)" (Makassar: Universitas Muhammadiyah Makassar, 2018), p.30

²⁹ Seyyed Ali Ostovar Namaghi, Seyyed Esmaail Safaee, Abdolreza Sobhanifar, The Effect of Shyness on English Speaking Score of Iranian Learners, Vol.12, Journal of Literature, Languages and Linguistics, 2015, p.24

³⁰ Ninuk Krismanti, Maria Margaretha Siregar, *Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin*, Vol.12, LENTERA Jurnal Ilmiah kependidikan, 2017, p.64-65

many factors in the classroom can also cause feelings of shame in students. Including, their speaking performance which was seen by their friends made them afraid of being laughed. Immediate correction by the teacher is also one of the problems of speaking, and it play a very vital role in learning a language. Students feel discouraged if they are corrected immediately in front of other students. Thus, instead of trying, shy people tend to keep silent than embarrassing themselves.

4) Lack o confidence

Lack of self-confidence is the next factor inhibiting students in speaking. Based on the analysis carried out by the researcher, Students do not have confidence and feel bad when they can not speak English well. Their lack of self-confidence can come from various things. Firstly, having trouble with pronunciation. Most of them were were lack of confidence in term of pronouncing the words in english. When they make some mistakes in pronouncing the English words, automatically their classmates will laugh them. This incident made students lose their confidence in speaking. Even if they were knew how to pronounce it, sometimes they were not believe in themselves. In the same way, not having a wide enough vocabulary also made students have less confident. This show that limited knowledge possessed by students related to English certainly makes students have low self-confidence. This is in line with opinion of Ninuk Krismanti & Maria Margaretha Siregar that state that low ability in speaking English is the main cause of students' low confidence.³¹ Secondly, students are constantly thinking about the mistakes they made in the past, which makes them lose confidence in trying to speak again. Lastly, when they spoke English, they felt less confident and were afraid of making a mistake. They were also afraid if the teacher not understanding what they were saying. So when the teacher told them to speak English, sometimes they used Indonesian or even kept quiet.

³¹ Ninuk Krismanti, Maria Margaretha Siregar, *Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin*, Vol.12, LENTERA Jurnal Ilmiah kependidikan, 2017, p.64

5) Lack of motivation

Motivation is a basic part in learning activities. Through motivation, students' interest in learning will be enhanced. Motivation shall be one of the indicators determining a successful communication. In the process of teaching and learning to speak, students need encouragement from the environment, including teacher, friends, learning process, and so on. Based on the analysis carried out by the researcher, students in class need motivation in learning English. Motivation can come from anywhere. There are many factors that teacher or other factors can do to support students' learning process in class, especially to make students interested in the process of learning English speaking. Teacher and classmate factors turned out to be a big influence in the students' speaking learning process. This is in line with opinion of Ita Suryani et al which states that students will get more active in participating in the classroom as they receive motivation from friends and teacher, dan juga kebalikanya, they will have no bravery to speak as the result of lack of motivation given by other students and teacher in the classroom.³² Most students admit that they are more enthusiastic about learning if the teacher who teaches is fun and exciting for them. The definition of fun for them is a teacher who is not too rigid in the teaching and can be joked with. Apart from teacher, friens also play a role in as students' learning process. Having classmate who like to bully, ridicule, or laugh at students when practicing speaking or something like that can more or less affect the students' mental state.

Apart from the two factors above, the class atmosphere and learning process can also make students motivated. The learning process that students expect is the application of the concept of learning together, learning to practice speaking in a relaxed manner, packaged wih game or learning while playing, so that students will not get bored in the learning oricess. Beside

³² Ita Suryani, I Wayan Suarnajaya, Ni Putu Astiti Pratiwi, Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja, Vol. 4, International Journal of language Education, 2020, p.51

that, the classroom atmosphere also influences, a noisy and rowdy class can reduce students motivation to learn speaking.

From the above results and discussion it can be said that in speaking, three linguistic factors are the biggest factors faced by students. it because basically, in language, students need to be fluent in grammar, vocabulary, and pronunciation. In order to be able to speak well and correctly. However, the case occurred in the research subject, which is the eighth grade students of MTs in Jepara show that grammar errors, pronunciation problems, and vocabulary are the factors inhibiting students in speaking as found in the research findings. Linguistic and psychological factors mutually exclusive in the case of students. These three linguistic factors are the intermediaries for the emergence of several psychological factors in students, each of which is interrelated with one another.

Students who are afraid of making mistake (psychological factor), trigged other factors in speaking. This feeling arises and causes students to face difficulties in speaking because of their limited knowledge of three linguistic factors (grammar, vocabulary, and pronunciation). Among them, those who are fear of making mistake in speaking the language, and are fear of making mistakes in the correct pronunciation of words or sentences. Apart from being fear of making mistake, students mostly said that they felt nervous and anxious to perform speaking for their friends laughed toward their speaking performance (psychological factor). In the same way, the other students felt shy as they were laughed by their friends if they wrongly performed the speaking in terms of topic or ways in delivering the speaking (psychological factor). Shy speakers' biggest fear is that when they do speak they will sound silly or will not be understood by listeners. Moreover, the lack of knowledge about the basics of language also make students less confident, and even lose their confidence to start speaking (psychological factor). Lack of self-confidence creates other obstacle, which is students lack enthusiasm in learning the language. Students are less motivated (psychological factor). Usually what happens is that students who are not fluent in the language will make mistakes in delivering the speech, so that students received negative responses from the teacher and their friends.

2. How to Solve The Students' Difficulties in Speaking English

After knowing the difficulties and the causes of students' difficulties in speaking English, the researcher also found the solution of students' difficulties in speaking English. This is in line with theory that states that the solutions to students' difficulties in speaking English relate to the results of the data that has been presented. The solution got from the result of interviews with the teacher as well as the students. The students needed new atmosphere in the class. Based on the analysis carried out by the researcher, there are many ways to create a new atmosphere that can make students comfortable in learning language and avoid difficulties that students may face. These include factors such as students themselves like mood and feelings, the environment like friends, teacher, the learning process, and the class situation.

As students face many obstacle factors that make them face difficulties in speaking English, the teacher has to hurry in solving these problems. The students' condition might getting better as they receive immediet solutions from the teacher. The teacher as a role model play an important role in supporting the students to helped them to increase speaking skill during in the class. The students needed to be give more motivation during the class. If students has the motivation, it will be easier to make students faster in mastered the material. In this case, The students must always give motivation to learn speaking English. Motivation given by the teacher toward the students makes them able to speak English better. This is in line with the opinion of Brown that states that, the teacher also influences students' confidence in speaking. The teacher who does not give encouragement to his/her students can possibly make students have low confidence when speaking English.³³ The teacher who give negative comments which finally make the students feeling down and they start to have bigger problems inhibiting them in speaking. In the same way, The students want to have a teacher who has the same frequency in speaking learning, so that students will pay attention and easily grasp their knowledge while studying.

³³ Ninuk Krismanti, Maria Margaretha Siregar, *Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin*, Vol.12, LENTERA Jurnal Ilmiah kependidikan, 2017, p.64

The students also needed new learning model during the lesson. Teacher must use new strategies in teaching learning process. Teacher must also have a learning system that is not monotonous, such as singing or games that make the students' speaking skill increase and become mastered in speaking English. The students will easy to increase and will give more attention to the teacher and will not get bored easily when learning. Moreover, condition of the class also has an important point to support the students. The students need a good condition in the class, including conducive class conditions, calm class condition, and class that is not rowdy and noisy. The class that has good condition or good athmosphere will bring the happiness, also will make the students feeling comfort and enjoy during follow the speaking learning.

Beside that, friends also give positive impact to the other students. Students needed friends who has same frequency with them. The friends in question are supportive friends, not make bullying or make some noise, also not give a negative comments. If all of friends supportive in learning, the other students can enjoy and comfort during the lesson. Apart from influencing enviromental factors, students still have to overcome speaking difficulties starting from themselves. This is under the opinion that states that in the interview that states that the students must be able to learn by their own self. The students had their own ways to solve their problems by managing their mood well. Students who are in a good mood will be more supportive in participating in learning. And conversely, students who are in bad mood will be lazy and not enthusiastic about learning.