

DESCRIBING THE STUDENTS' PROBLEMS IN SPEAKING ENGLISH IN THE FIRST SEMESTER OF NINTH GRADE AT MTS NAHDLATUL WATHAN BATAM

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Abstract: This study aims to find out the problems by students in speaking English and to find out how the teacher overcome this problems. The research design is a qualitative approach. The participants of this study were 9th grade students of Mts Nahdlatul Wathan Batam. To collect data, the researcher used a closed questionnaire for students. Then the researcher conducted a structured interview with the teacher to get the data results. The findings of this study indicate that the biggest problem from the result of questionnaire ; students were too shy to speak English, students were embarrassed to volunteer in English speaking activities in class, and students had difficulty participating in large group discussions using English. To overcome these problems the teacher gives support to the students to continue practicing by allowing students to speak mixed languages; English and Indonesian language. Furthermore, the teacher gives motivation to the students by giving positive encouragements and compliments.

Keywords: describing, problems, solutions, speaking English.

INTRODUCTION

English is the most widely used language in international communication. So the ability to speak English is very much needed nowadays. English has long been used as a global language for communication worldwide, and the proficient use of it as a language tool is of imperative importance (Vallente, 2020). For students, English is a compulsory subject at school. English, the current global language, is being learned in many parts of the world as a basic skill alongside the national or official language and numeracy (Graddol, 2006).

Understanding English must be established for students and it has become an international language. Learning English is much more difficult than Indonesian, in addition to understanding the meaning of English students must be able to write and pronounce and speak in English. In teaching and learning English, students' ability to master the four language skills becomes an important goal. (Anam : (2017) said that these would involve the receptive skill ; listening skills understanding the spoken language) and reading skills (understanding written language) and productive skill, speaking skills (producing spoken language) and writing skill

(producing written language). From these skills, (Ur, 1996, p.43) considered speaking as the most important skill among four skills because people who know a language are referred to as speakers of that language. In learning foreign language or a second language, speaking skills are the most important. Speaking is considered the most important skill in learning a foreign or second language among the four key skills. Brown and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations".

The teacher achieved planned learning, and make the class more effective and efficient and provide comfort for students during the teaching and learning process. Especially in teaching speaking, the teacher has designed and developed his teaching method to help students become good English speakers, and students make several efforts as they have learned from the teacher. the teacher provides a good strategy to be able to convey material to students and understand it according to student learning and abilities. As the agent of teaching, teachers probably have the primary role in the educational process since they directly organize students' learning experiences (Guadalupe, 2010).

Although the teacher has made many efforts to help students learn to speak English, not all efforts were successful, there were students who felt that they were not successful in learning to speak English. Hanumantharao (2011) conducted a study where he talked thoroughly about some challenges in teaching and learning English. From his study, lack of motivation, crowded classrooms, lack of self-confidence, and student anxiety are the common challenges faced by English students.

Based on the phenomenon and purpose of the needs analysis above, the researcher interested in analyzing the problems in speaking English and how the teacher overcome this problems regarding speaking subjects in learning English which the title of this research was describing of students` problems in speaking English in the first semester of ninth grade at MTS Nahdlatul Wathan Batam.

METHOD

In this study, researchers used a qualitative as a research design. Data from this study were collected using two instruments, namely questionnaires and interviews. Closed questionnaire is the first instrument for this research to collect data. The researcher got answers from the results of the questionnaire. To get the next data results about the steps that would be taken by the teacher to overcome the problems of students speaking English, the researcher also used structured interviews with English teachers in obtaining data. Participants in this study were 9th grade students of Mts Nahdlatul Wathan Batam. there are 25 students

In this case, there are several steps to collect data. The first step was that the researcher gave a questionnaire to the students, The researcher gave a questionnaire to students with 15 questions. then the researcher analyzed the result to made interview questions and conducted an interview with the English teacher to get accurate data result.

FINDINGS AND DISCUSSIONS

After the researcher finished collecting data, the researcher presented the results of the data. To answer the research problem of this study, the researcher provides the findings of this study, namely the problems of grade 9 students of Mts Nahdlatul Wathan in speaking English and the way the teacher overcomes these problems. The researcher analyzed in depth the students' problems in speaking English by discussing the 15 statements obtained from the questionnaire and also discussing the 10 responses obtained from the interviews.

The researcher used a questionnaire and interview method consisting of 15 questionnaire questions and 10 interview questions.

The discussion consists of problems students in speaking English. students were given a questionnaire to determine the factors that caused students to have difficulty speaking English in grade 9 at MTS Nahdlatul Wathan Batam students. According to Brown, (1994) said that there are some characteristics that make speaking difficult, such as; fluent speech is phrasal, speaking is not word by word, the speaker has an opportunity to make meaning clearer through the redundancy of language, misconstruction of the word, reduces vowels, etc. The researcher classified these factors as the students are embarrassed to volunteer in an English speaking activity in the classroom. The students have difficulty participating in large group discussions using English. And the students are too shy to speak English. And the students are too shy to speak English. According to (Naci, Lu, & Lamel, 2013) said that Anxiety as one of the results of the affective factors appears because of several matters such as lack of knowledge, low preparation, fear of making mistakes and difficulty understanding the teacher's instruction. This finding is a problem found by researchers in the problem of students who have difficulty speaking in English.

Wallace (1978: 98) defines speaking as a meaningful oral practice, so that people must understand every word he says because he uses a foreign language. According to sadtono (1995) said that Language learning has two types of problems; they are linguistic factors and non-linguistic factors

The Linguistic factors, there are vocabulary, grammar, And pronunciation. According to Hatch and Brown (1995: 1), a set of words for a particular language that the individual usually used in communicating to speak is called vocabulary. One of the most important things that the students have to master in communicating appropriately and fluently is pronunciation. It is important to pay attention in pronouncing the words or sentences since pronunciation can cause the results of whether or not someone's message can be understood by people, Fangzhi (1998:39). The ways of changing the forms of words and combined into sentences in a language is called grammar of language (Harmer, 2001: 12). In Speaking English, grammar is needed to arrange a correct sentence in communicating so the language being said is understandable. A language can be learned by using the grammar correctly even in oral and also written form.

Non-linguistic factors influencing language learners include teachers, methods, materials, motivations, facilities, students, etc.

Based the result that students have difficulty speaking in English due to non-linguistic factors so that it can be concluded from the interview results above that the teacher's steps to overcome the problems are the teacher encourages students to speak even though they don't have a lot of vocabulary, the students can use their first language to practice to remain confident and the teacher gives motivation to students. According to Crookes and Schimts (in Norris, 2001: 2) said that Motivation has been identified as the learners' orientation with the regard to the goal of learning a second language. Using Gardner (1985: 50-51), motivation consists of four elements: a goal, effortful behavior, a desire to achieve the goal, and favourable attitudes toward the activity, and motivation is a diffuse concept that can be influenced by other factors, including interest, need, value, attitude, aspirations, and incentives. The teacher prepared the material in a relaxed manner and using methods that students prefer is an effort that made students like English, especially in speaking English. The teacher also hopes that this step make the students a lot of vocabulary, and reduce their lack of confidence so that students also enjoy the class and students are able to be active in English class especially in speaking English.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, there were several problems : The students embarrassed to volunteer in an English speaking activity in the classroom, the students have difficulty participating in large group discussions using English, the students are too shy to speak English, the students have difficulty giving English oral presentations, And the students have trouble wording what they want to say quickly enough.

The steps that have been taken by the teacher in overcoming these problems are: teacher would inspire the students to be greater assured in speaking English by way of getting them used to gaining knowledge of to speak English and mixing their first language in the event that they have trouble with vocabulary , The teacher encouraged the scholars to hold exercise in getting to know English and the students need to make contributions in big discussion activities so that the students get used to speak English .

The researcher provides several suggestions related to this study. There are three suggestions to be presented, first for the English teacher, the second for the students and the last for future researcher.

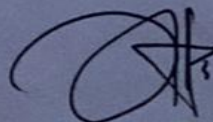
First of all, the researcher would like to suggest teachers they must take an extra approach to students so that they feel comfortable and enjoy in class while learning English and not just following lessons. Teachers also have innovations to increase a lot of vocabulary to students so that they have to learn vocabulary because when students have to learn vocabulary on their own, most of them are reluctant to do it, so this problem makes it difficult for them to understand the lesson and they lack self-confidence.

The second, the researcher would like to suggest for students. Students who have problems in speaking English have to fight their fear. Students can consult with an English teacher to make it easier to learn to speak English. Students can increase their confidence and dare to speak in front of the class.

The third, the researcher would like to suggest for future research who would use this topic can use the quantitative method in an experimental form so that the level of efficiency can be compared.

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