

REASONS BEHIND THE PROBLEM IN STUDENTS' SPEAKING SKILL: A STUDY FROM EFL TEACHERS' AND STUDENTS' SELF REFLECTION PERSPECTIVE

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Abstract: This study investigated the reason the problem speaking skill for student and teacher. This study aims to improve students' speaking skill in English to students and teachers by approaching the approach of looking for the reasons behind the problems of students' speaking ability. The data is taken through the reflection perspective of teachers and students. The purpose of this study is to improve and find solutions to students' problems in speaking English. . Researchers used a qualitative approach taken from interviews and used semi-structured interviews. Semi-structured interviews were used to collect the data, which included self-reflective evaluations from both the teacher and the student. Interviews are interactions between two persons in a single opportunity. The data is organized, summarized, and interpreted to get the essence of the participant's experience. The findings show that one of the main problems experienced by students is a little anxious and a little boring during class. In this study also found participants' self-reflection of doubts in language including in determining the direction and consequences of thinking. However, a teacher also pays a little less attention if students have a lack of self-confidence so that students seek more knowledge through students worksheets and other learning resource.

Key words: Speaking, Self-Reflection, Perspective

INTRODUCTION

Speaking skills for some people is not something that is easy to practice, in this case students and teachers have different perspectives on speaking skills. In this case, the researcher will discuss some of the background information related

to self-reflection as the cause of the speaking skills issue. An educator has extensive expertise instructing in English in the classroom. In other words, according to (Pacheco, 2005 and Cimer, & Belki, 2013), teachers should learn from their classroom experiences in order to make the necessary adjustments to their teaching, assessment, and practice. When confronted with problems with students, even teachers take a while to get used to handling the various sorts of mistakes made by pupils. Additionally, when they learn to talk, pupils must understand and use verbal expressions to receive and transmit messages (Khadidja, 2010, p. 40).

For some students who study English as a foreign language, students can activate their speaking through dialogue or conversation because speaking skills require practice and experience to develop. Students need to learn to create new situations for the development of speaking skills. For theory (Tariq et al, 2013). Some explain that distraction when speaking in public is one of the most common and common social anxiety, things like this are commonly felt when communicating with an audience (Stupar-Rutenfrans et al., 2017).

Some of the theories even mention that the mistakes that are often experienced when speaking are when the compulsion to speak is often irrelevant (Fitri, 2017). In fact, according to (Nazligul et al., 2017) disorder or fear of speaking problems is often associated with the strength of social functioning, especially when speaking in the presence of strangers. As a result, it interferes with communication and daily functioning, affecting social, academic and employment opportunities.

According to previous research, Gan (2013) identified four reasons that prevent being motivated and engaged in English speaking activities. These include lack of speaking experience, speaking anxiety, cognitive processes, and lexicon. In a separate study, Cao (2011) also examined the ecological factors that influence students' motivation to communicate in English. The results showed that three important factors their character traits (self-confidence), the community (topics and task types), and linguistics had an effect on students' speaking experiences (adequacy of language ability). Because of this, they are unable to completely

engage in language instruction, which affects their capacity for fluent communication. The ability of students to speak out in class should be compared to their desire to fully participate in language lessons, therefore English teachers and speakers should take this into consideration. The research on teaching reflection in ELT has produced some excellent findings. The following are three current or previous related studies on teaching reflection that focused on EFL teachers' teaching reflection. The first study (Afshar & Farahani, 2015) used quantitative research to investigate the relationship between reflective teaching and thinking of 233 EFL Iranian teachers based on gender and teaching experiences. Reflective assignments.

METHOD

In this study, the researchers used qualitative research design. According to Creswell (2014), The research methods used employ a more diversified approach to academic research than quantitative methods. With the same process or procedure, qualitative procedures use data in the form of text and images, have unique steps in data analysis, and come from different research strategies. Writing a methods section for qualitative research requires that readers who are compatible with the intended researcher carefully reflect on the researcher's role in the research, using an accurate list of types of data sources.

Using specific protocols for recording data, analyzing information through various analysis steps, and mentioning approaches to documenting the accuracy or validation of data that has been collected (Creswell, 2014: 245). the data obtained from the interviews was then analyzed in that particular context by exploring the English teacher's notes relating to experiences while teaching English. In this analysis, it is important to see from what perspective and how teachers view their experience teaching speaking integrated into EFL classes. This is to provide evidence that is most likely to follow up on or contrast their professional beliefs, practices, and experiences. Interviews are interactions between two persons in a single opportunity, according to qualitative research (Wilkson and Birmingham

2003). Interviews, as distinguished to informal discussion, involve a number of assumptions and understandings about the circumstance (Wilkson and Birmingham, 2003:43). Similar to Kvale's assertion (1996:14), interviews are thought of as a discussion between two or more persons on a subject of common interest.

This study involved 7 participants in Indonesia and followed several student criteria, including having the highest scores in learning English in class, actively answering questions, and even communicating using English in class. The teacher then gave reviews about self-reflection. In the data search process the researcher collected 15 questions given to the participants. Furthermore, the questions given by the participants must have signed the instrument validation sheet. After being wet signed for instrument validation. The researcher took a permit to collect data at the school that had been given from the campus to the education office

FINDINGS AND DISCUSSIONS

a. Students do Self-Reflection in Speaking Skill

The opening session was initiated by the researchers regarding some of the problems experienced by students when speaking English. This can be overcome by practicing a lot to make it easier for students to spell and pronounce.

A₁ *"There are no difficulties for me, ma'am, but there is vocabulary from me that feels foreign or I don't know before I didn't even know how to read, maybe from the pronunciation."*

Furthermore, participant **A₂** explained that students had no difficulty speaking English because she together with their peers during English learning.

A₂ *"Not really mam , because usually I'm invited to study with my classmates."*

The discussion proposed by this researcher discusses the difficulties students experience when speaking English in a school or classroom environment.

A₃ *"The difficulties that I face are, yes, of course there are, yes, ma'am, of course, like... If I say that the grammar is not the same, in my mind I have to*

assemble the grammar first, as if there is not enough translation."not quite right in the grammatical part.

Next is the problem of difficulties when speaking English. The first discussion is answering a puzzle where **A₄** students have difficulty speaking English.

A₄ *"Of course there are, ma'am; for example, when I speak directly, I'm usually nervous and like stammering."*

The same questions that were given by students about the difficulties experienced by students when learning English took place.

A₅ *"Eee.....there must be difficulties like thinking about new vocabulary that you may not be able to understand, but in terms of the pronunciation, I think it's pretty okay."*

Student **A₆** explained that he found it difficult when he had to be appointed suddenly by the teacher to read English texts.

A₆ *"Often, because when I talk, it's like I'm nervous, like a little insecure, like I often make mistakes, and during learning, my friends and I also support each other, ma'am."*

The next discussion given by the researcher is to refer to students when evaluating students' problems in speaking English.

A₁ *"In learning English, I learn it repeatedly and memorize it without asking friends for help, ma'am; I do it myself by listening to English songs and watching English movies."*

The answers to the next questions were given by **A₂**. If she felt he had difficulties learning English, she underlined and then gave meaning under the difficult vocabulary or on the right side of the difficult vocabulary.

A₂ *"Maybe I'll underline the words that are difficult, ma'am. If the meaning or words are like a dialogue, I'll translate it myself."*

Regarding self-reflection or evaluation of problems in speaking English, Participant **A₃** students use the technique of copying sentences that are easy to translate from Google Translate and then find out how to perform good and easy-to-understand English pronunciation.

A₃ *"I'm looking for examples of sentence examples on Google."*

The following short answers were expressed directly by the **A₄** student participants in the form of an evaluation of the problem when facing problems speaking English. **A₄** students are used to self-evaluating through recordings on

their **A₄** cellphone and looking in the mirror when they feel they are starting to feel insecure if tomorrow they have to be faced with a task that requires them to speak in front of the class using an English accent.

A₄ *"Yes, ma'am, I'm used to seeing myself."*

Regarding the evaluation of the problems experienced by students when speaking English, **A₅** students feel happy when playing English games while learning difficult vocabulary.

A₅ *"Because I often play games, I learn from there, sometimes also through songs because the language is pretty good, ma'am."*

In contrast to **A₆** students evaluate the problem of speaking English by listening to foreign songs more often. **A₆** said, by getting used to learning English songs, I learn more confidently and the English I learn is even better.

A₆ *"It's like listening to English songs more often is like learning more, so you can speak English even better."*

Moving on to the answers to the next questions that talk about teaching media taught by English teachers specializing in addition to worksheets or textbooks. Some students have opinions that are pro and con.

A₁ *"What teacher has been doing so far has been using English Package Books, or LKS, so I'm rarely taught to use PPT or anything else. For example, if we get the PowerPoint, it will be shared in the class group by Mrs. Ina. However, Bu Ina has always used the textbook."*

Moving on to another opinion with **A₂** Media students who according to him the teaching media used by teachers as learning support are textbooks and worksheets.

A₂ *"MMmm.... Yes, apart from using textbooks, teacher usually uses LKPD as a learning support. Apart from that, from herself, I don't think there is one, ma'am. Unless the PPG teachers are usually given games in the form of games,*

During the learning process, with the source of the English package, the **A₃** student felt dissatisfied because he thought that the material being taught was in accordance with the instructions in the book.

A₃ *"Yes ma'am.... So far, Teacher has taught using high school photo textbooks in the worksheets, so I like it, but I prefer independent learning, usually studying alone."*

According to A₄ students, the teaching medium used by the teacher is an application or web quiz.

A₄ *"If there are quizeez and games, the same as ppt in the WA group. I prefer learning by using Quiizez because there are more points with friends, so there is a sense of competition between friends, ma'am."*

A₅ is used to having its own competitive value between friends. By giving both access to the game, they feel more like playing and learning English by using Kahoot in order to get lots of points. So that it has its own competitiveness between friends to create good value for each other.

A₅ *"Of course, ma'am, but from the learning media in the textbook, it becomes boring because that's all."*

At point A₆ felt that he preferred textbooks because he felt that he had more material.

A₆ *"There are Quiizez, LKPD, and Kahoot; among the three, I am most comfortable learning in textbooks because there is more material."*

Turning to further explanations of questions from researchers who discuss about the textbook provided by the teacher can make it easier for students to learn English.

A₁ *"Actually, it makes it easier, ma'am, especially when I want to dig deeper into the material because I feel lacking. Less explored is more the same as feeling less satisfied when I study."*

Regarding the teaching media provided by the teacher. Student A₂ explained that having an English language textbook could facilitate the learning process, especially with questions to discuss material.

A₂ *"It's very easy, ma'am, especially when asked to discuss it like that. I was usually asked to discuss, but from there I felt like I didn't feel honed or the language was sacred, so I didn't understand much more than the material, especially when it came to speaking skills in class. I honed it myself, maybe like watching movies and speaking English with my peers."*

However, some students chose to dig deeper into the material because they felt they lacked the material provided by the English teacher and rarely practiced their speaking skills carefully.

A₃ *"That's quite easy, ma'am... But in my opinion, the material is not satisfactory because I think I'm still stuck with what is in the worksheets and package books. "*

Regarding the supporting tools for learning English, Student 4_A gave the answer that obtaining English textbook sources did not always make it easier during English specialization learning.

A₄ *"Uncertain, because I usually use other references such as websites and from ppts."*

It is different again, according to A₅'s point of view. By obtaining English package resources, it can make it easier to interpret some of the difficult vocabulary.

A₅ *"In my opinion, it's still a bit lacking because it's still not explored more deeply, so more or less learning is outside the textbook, ma'am."*

By obtaining the source of the English language package book, it will make it easier for graduates to learn English.

A₆ *"It's easier, because it's like how, ma'am, the sentence is more stuck or connected like that in my brain, and besides that, through a book from Mrs. Ina, the exercises are easy to understand."*

Found several reasons behind different problems. Student A₁ explained how to increase self-confidence by studying what the English teacher had taught and studying the textbooks that had been provided

A₁ *"I learned it with what teacher had taught me through LKPD. That's right, ma'am, because from English teacher herself, the benchmark was using the English language package. There were a lot of long texts there, and teacher often read the contents and instructions. and in my opinion, it can also facilitate my pronunciation when speaking."*

At point A₂ students are often invited by friends to speak English about small talk, which makes them used to it.

A₂ *"I often get asked by my friends to speak English, and it can increase my confidence in front of the class."*

A₃ students explained how to improve themselves to speak English by evaluating small examples when students find difficult sentences or vocabulary that is difficult to learn to imitate along with the way of spelling or pronunciation.

A₃ *"I imitate difficult sentences that usually come out with difficult sentences, then I imitate how to pronounce them."*

One of the students did habituation by increasing their confidence in speaking English by practicing in front of a mirror and practicing speaking to reduce the cold sweat of stage fright.

A₄ *"Aah, maybe practice in front of the mirror instead of speaking practice as a sense of reducing nervousness."*

Based on the results of interviews with A₅ students, honing their speaking skills requires the help of friends to find out how far they have come.

A₅ *"I prefer to talk with friends using English; besides being connected, we also justify each other, ma'am, and evaluate each other."*

Some tips for students on increasing self-confidence when speaking English with peers A₆ students often memorize difficult-to-understand vocabulary and then look for a way out by writing it down in a notebook.

A₆ *"It's like you often memorize vocabulary that is difficult to understand; sometimes you ask friends how to do it periodically so that I get used to it, ma'am."*

The last question is about the activities carried out in class when learning English. An interesting activity that is applied by the English teacher during English learning is to do the task directly after the assignment process takes place together to make corrections if there are several wrong sentences or phrases.

A₁ *"During the time I took Mrs. Ina's lesson, I felt that I preferred to do the next direct assignment. Everything was done like correcting simultaneously, ma'am. There are also several assignments where the task is dialogue, ma'am. There are also tasks after which they are corrected together and read in front of the class."*

What the teacher does when learning in class is give a dialogue drama assignment after each child is given the task of doing joint corrections, as said by friend A₂ during the interview session.

A₂ *"There was a dialogue drama, and after doing the assignment, they corrected it together, just like Acha said earlier, ma'am. At the beginning, I also asked the children for a brief introduction using English."*

The fun activity that the English teacher did was correcting together. Students A₃ have the opportunity to interact together using English.

A₃ *"Through joint proofreading and through textbook learning together, After that, in class, groups were made together and interactions with classmates were conducted in English, ma'am."*

The only thing that is done besides working on or practicing the questions is giving dialogue assignments.

A₄ *"At that time, it was like a dialogue; my friend and I were dafa, and we practiced cooking, like cooking."*

The big question mark so far that researchers need to ask Student A₅ described that fun activities in class apart from studying together were playing guessing English vocabulary.

- A₅** *"I like to guess; sometimes it's dialogue; sometimes I'm asked to sing; but between the three, I prefer dialogue."*

The closing question refers to the activities carried out by the teacher when learning English, especially prioritizing English learning methods.

- A₆** *"Singing and playing games are the ones that are most often applied in class with Mrs. Ina, and I follow the lesson comfortably, ma'am."*

b. Teacher do Self-Reflection in Problem Speaking Skill

In the face to face data collection process for 30 minutes, a teacher explains in detail a new perspective. A teacher answers questions from researchers in the amount of 8 items. The researcher gave a letter that had been given from the education office to the participating teachers in order to get permission to collect data. Using specific protocols for recording data, analyzing information through various analysis steps, and mentioning approaches to documenting the accuracy or validation of data that has been collected (Creswell, 2014: 245).

- B₁** *"The learning activities that I have been doing so far... as usual, Ms. I observe that in learning I start by playing games or ice breaking to attract students' interest in participating in English learning. After that, starting with learning so that learning objectives can be achieved, we have to manage something like that. Based on Mrs. Ina's explanation regarding learning that begins with playing games and ice-breaking techniques, it can attract the attention of students learning English".*

Then move on to the second question, which discusses activities that have a positive impact on improving students' English-speaking skills.

- B₁** *"Yes, this can really help students in improvising learning to speak English, especially in ice breaking." It also introduces vocabulary, or even children use games in English so that children can enrich a lot of vocabulary."*

In this section, a teacher **B₁** explains the strategies implemented in learning English for honing speaking skills fluently.

- B₁** *"In learning English, especially speaking skills, I give children the opportunity to make dialogues on the material, for example exposition material and from there they are asked to make dialogues with their peers to take advantage of the use of English in terms of speaking and of course as a support for students. in practicing speaking skills."*

In line with what has been explained by teacher, learning English specialization is allocated 90 x 1 meeting.

B₁ *"As for the preparation, I prepare one day before teaching and prepare any material that I have to teach students. So, sometimes I prepare it in the evening so that nothing is forgotten the next day. Now with that, so that the next day when teaching is not confused in front of students, The discussion of answers to question no. 4 here discusses the allocations that must be prepared for teaching."*

The teacher **B₁** divided the time for students to improve their speaking skills by maximizing the time given by the curriculum, which was allocated 90 minutes.

B₁ *"Because in English there are four elements that must be understood or learned, namely speaking, listening, reading, and writing. So, the portion is automatic speaking because every day you have to practice speaking in English."*

Additional activities to support learning English, especially during self-reflection, help students learn more or less self-taught English outside the classroom through the facilities provided at their school, namely weekly extracurricular activities once a week on Mondays.

B₁ *"There are none outside the classroom, but the children get extracurricular activities outside of class hours to concurrently match their interest in learning English."*

The next unanswered question is the problem of students giving assignments, as answered in the answer to question number 7.

B₁ *"Most of what I give is school assignments. It's automatically in the form of reading, but if, for example, they have to memorize a text or make a play, it has to be practiced in front of the class during English lessons."*

Questions that have not been answered regarding the problem of students giving assignments are answered in the answer to question number.

B₁ *"Well, most of the students scored well, but there were some students whose grades did not meet the KKM (Curriculum Completeness Criteria), and they had to remediate until the grades met the KKM standard."*

DISCUSSION

A discussion for teacher. In the previous findings. A researcher explains in detail the meaning of self-reflection and its components, which are divided into

three categories: preparation, identification, and self-reflection. The findings of this study regarding the response to the first question indicate that teacher a distinctive feature in teaching English as a learning support. She often teaches by using warm-ups such as ice breaking and playing games to attract students' attention while learning English. In the discussion section with the students, there were various respondents who gave different opinions.

The researcher put forward several opinions of the students, the main one being the problem of speaking in public, who felt nervous and even found it difficult to say words when speaking spontaneously in front of their faces and understanding English sentences. This makes students have a small mentality and is difficult to control if they are not often given directions to learn public speaking or to speak in public. In this case, the teacher must have an appropriate strategy to help students feel comfortable when learning English and cover the four components, including speaking, listening, reading, and writing. For students who experience difficulties, they must approach the teacher so that they can provide feedback to each other and know what steps to take when they have to deal with a similar situation. Self-reflection by applying stories to students can be a reference for learning and teaching.

CONCLUSIONS

Based on the finding and discussion above, the researcher conclude that the results show that students feel more comfortable when learning English is interspersed with playing games and singing together. This makes the class atmosphere live again. Students need encouragement to want to speak English. The supporting facilities or media provided by teacher to students are felt to be lacking if they are felt only through textbooks and worksheets where the students participate through the appearance of a public figure's speech video or a piece of film so that students can imitate the accents spoken in learning English. Another alternative that can be applied when self-evaluating is by recording it and then playing it back and fixing it if there are wrong words that have been spoken. I learned a lot from the words said by community leaders. A learner can adapt to peers and create a warm.

SUGGESTIONS

Suggestions for students are that if they feel uncomfortable studying alone, they are welcome to submit opinions on studying in groups to produce groups that are comfortable and support each other's study friends. Another alternative that can be applied when self-evaluating is by recording it and then playing it back and fixing it if there are wrong words that have been spoken. I learned a lot from the words said by community leaders. A learner can adapt to peers and create a warm classroom situation by forming study groups where each group consists of 4-5 people. Starting from these small things, students begin to reflect on each other's mistakes in learning English in advanced classes. However, even though they have mastered some vocabulary and are learning English, students still need to learn a lot in order to experience an increase in their proficiency.

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