



Students' Difficulties in Speaking Skill at the Seventh Grade of MTs Negeri 2 Hulu Sungai Utara

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ABSTRACT

This research aims to find out students' difficulties in speaking English skill with the factors that caused the difficulties as well as the strategies to overcome them in the seventh grade of MTs N 2 Hulu Sungai Utara, South Kalimantan. The descriptive qualitative method was employed to gather data focused on 10 students with the lowest grade in class A. In collecting data, the researchers used field-note observation, interviews, and questionnaires. The data collected were analyzed by reducing the data, presenting the data, and taking the conclusion after verifying the data. The results show that every student has different difficulties in speaking. The difficulties in speaking that the researchers found during the research include: 1) psychological problems: fear to make a mistake, shyness, lack of vocabulary, lack of motivation, and lack of pronunciation; 2) language problems: mother tongue use and saying nothing. Then, students have three factors that cause difficulties in speaking English skills, which are psychology factor, non-social factor, and social factors. Furthermore, the strategies used by students to solve their difficulties in speaking skills include following an English course, using an online dictionary and watching English videos on YouTube and English games without Indonesian subtitles. In addition, the teacher suggests using a variety of learning methods in class.

Introduction

English lesson as a compulsory subject for students in Indonesian. According to Ilyosovna (2020), people all across the world decide to study English as a second language because they recognize its importance. Children begin learning English at an early age in many countries where it is taught in schools as a second language. In learning English language, there are four important skills to learn which are listening, speaking, reading, and writing. Speaking is one of the four skills in English as a means of communicating with one another. According to Ur (2009), the four skills, speaking is considered to be the most important skill. Learning to speak is the greatest interest to foreign language learners. In addition, Richards (2010) said that most of the world's language learners study English to develop proficiency in speaking. In short, English proficiency is measured by its results in speaking or oral communication skills.

Speaking is very important in our life because speaking is the way individuals engage with one another and without speaking we would not be able to understand what others are saying (Nunan, 2003) Speaking is crucial for students because it allows them to interact with people more easily.

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Speaking skill is also the ability to use spoken language to explore other people's ideas, intentions, thoughts and feelings. Moreover, Bahadorfar and Omidvar (2020) mentioned that there are three reasons why students should learn to speak English; the first reason is that speaking is an essential component of learning and teaching a second language; the second, mastery of speaking is a priority for language student; the third reason is that speaking can be used to assess the success of learning a foreign or second language.

Furthermore Bueno (Bueno, Madrir, & McLaren, 2006) stated that despite studying English since they were young, some Indonesian students are still unable to speak it. Although they may be able to grasp what other people are saying in English, they have trouble pronouncing words. Many students claimed that despite spending years studying the English language, they are still unable to speak it properly and effectively. Speaking English is difficult for Indonesian students because English is not their mother tongue. Speaking is the most difficult skill for second language learners or English foreign language learners to master (Al-Saadi, 2013).

A similar incident occurred at MTsN 2 Hulu Sungai Utara. The researchers conducted a brief interview with the English teacher at the school during the first observation during the teaching practice program conducted by researcher at the school, and the teacher stated that there were still many students who had difficulties in speaking English. When the teacher asked them to speak in English, they would appear very nervous and would try to avoid it. To address this issue, the researchers intends to conduct research to identify problems and causes of difficulties in students' speaking English. According to Heriansyah (2012), difficulties speaking English may be due to both linguistic and non-linguistic factors. Lack of vocabulary, lack of confidence, lack of ideas for what to say, fear of making a mistake, and fear of being laughed at by a friend. There are numerous difficulties that students face when speaking English.

The researchers found preliminary research related to this research. According to Efrianti (2022), the students' difficulty factors in speaking were felt nervous, shy, not confident, lack of vocabulary, most of students also used mother tongue in the class and they did not make an English community in the class. Other researchers found that students' problems in speaking were consisted of grammar, vocabulary and meaning, pronunciation, fear of making mistake, and anxiety (Tasmia, 2019; Salihun, 2019; Nggeabak, 2021). From the preliminary research above, this research also focuses in the problem or the difficulties and factor that faced by the students in speaking English especially in MTsN 2 Hulu Sungai Utara. In addition, the research adds focus which is the ways of how to solve the problems to elaborate the scope of the research

Literature Review

Speaking is one of the four skills in English. Speaking is also used as a tool to communicate with each other. Language skills are productive skills such as speaking and writing, while reading and listening are receptive skills. The two skill components describe how language is a means of everyday communication. According to Harmer (2010), speaking is the ability to speak clearly and convey feelings to others, which includes not only knowing language features but also processing language and information. Also Brown (2008) said that speaking and communication skills are interrelated and reinforce one another. The skill component is a message conveyed through text orally or in print produced by language learners.

Difficulties in Speaking

Speaking is also hard for students since they have to study hard if they want to speak fluently and have good comprehension to speak. According to Hosni (2016), for most English learners, speaking is the hardest skill to master, and speaking in English is even harder for them to do verbally. The speaking's problem can be raised from psychological aspect and language aspect.

1. Psychological Problems

Psychological factors contribute to students' difficulties in speaking are fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation (Juhana, 2012).

a. Shyness

Juhana (2012) said shyness as afraid of getting ashamed. It may influence students to talk English in front of others. Because if the students feel ashamed, their mind will be empty or

- they will forget what to say. This condition becomes one of students' problem in speaking class.
- b. Lack of Confidence
A lack of confidence occurs when students start not to understand the conversation. Because of the situation, they prefer to be quiet and not continue the conversation. Students who have this factor will be afraid of making mistakes in front of their classmate so that their ability in speaking become weak.
 - c. Lack of Motivation
Lack of motivation also causes students be hesitant to speak in the class (Babu, 2010). Motivation is an inner urge that drives someone to accomplish something in order to achieve a goal. Students with low motivation can't receive and get better achievement than students with high motivation.
 - d. Fear of Mistake
Fear of mistake becomes the main reason why students avoid speaking English in the class (Ur, 2009; Hosni, 2016). Students assume that they will get correction and negative evaluation due to making mistakes in speaking especially when they are be laughed by other students and criticized by teachers.
 - e. Anxiety
Anxiety means nervous which is really connected to learning foreign language. Anxiety is one of the major obstacles to effective language learning. Therefore, students who have anxiety to speak should be motivated and supported so that they can be more confidence in speaking.
 - f. Lack of Vocabulary
According to Afisa, Yolanda, Srijono, and Muamaroh (2015), the students common use Indonesia language when they have to speak English because of lack of vocabulary. Few vocabulary makes students confused when speaking since they don't have many words to say.
 - g. Lack of Pronunciation
Pronunciation is also one of the difficulties faced by English foreign language students. Most students do not have self-confidence to speak because they do not know how to pronounce a certain word well. Speaker who constantly mispronounces range of phonemes can be extremely difficult for another speaker to understand. It means students with good pronunciation are more likely to be understood even if they make errors in other areas, where as students whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect (Nadzirotunnuha., 2017)
2. Language problem
The other aspect of the students' difficulties in speaking is language problem which consists of inhibition, nothing to say, low or uneven participation, and mother tongue use (Ur, 2009).
 - a. Inhibition
Inhibition means feeling worried about making mistake, getting criticism, and losing face. In learning English, inhibition is the lack of interest for these students to read about, listen to, and write language, so when students speak in class, they are hesitant (Hosni, 2016).
 - b. Nothing to Say
It happens when students are lack of vocabulary and grammar in English, so they don't know what to say. It suggests to students to always motivate themselves to improve their grammar as well as vocabulary.
 - c. Low or Uneven Participation
The condition of the class can create participation of low or uneven where only one participant at a time can talk if he is to be heard. In the large participant in a class make the time to speak for each student is limited, and the domination of speaking time dominated by some students.
 - d. Mother Tongue Use
One problem occurs in speaking class is using mother tongue to speak and respond a conversation. This may happen because they are not know how to respond in English, so they use their mother tongue.

Factors Causing Students' Difficulties in Speaking English

In learning every student faces their difficulties especially in speaking. There are several factors that cause the difficulties. According to Leong and Ahmadi (2017), factor of learning difficulties divided into two groups, they are internal factor and external factor.

1. Internal Factor

a. Psychology Factor

Interest in learning makes student understand the material easily. Interest is the feeling of wanting to give the attention to something or of wanting to be involved with and to discover more about something. If students are not interested in the lesson, they will have difficulty learning it (Leong & Ahmadi, 2017).

2. External Factor

a. Non-Social Factor

The classroom conditions

The condition of the classroom such as clean, enough ventilation and far from crowded contribute to their learning in the class. The noisy class can create difficulties to students to concentrate in the class.

b. Social Factor

Family Factor

The way of how parent educate their children is important. It contribute children learning. Therefore, if the parents support their children to master English, they will have an opportunity to become master in English.

Social Environment

Friends and activities in social environment affects students in learning. If their friends comes from unedited environment, he will be lazy to learn. In addition, if students follow many activities in social environment, they who cannot manage the time will get disturb in learning.

Technology

Technology can assist people in accomplishing their goals. For example, computer, laptop, phone, internet, and so on. Students require this technology to help them learn and to discover more about their lesson. However, if they do not use it as needed, it will interfere with their learning.

The researchers conclude that Successful learners are influenced not just by internal factors but also by external factors. As a result, it is not solely dependent on the students themselves, but also on social factors like the family background, the school's facilities and so on.

Research Method

The researchers used qualitative descriptive approach. Qualitative descriptive studies provide a comprehensive summary of an event in everyday terms (Sandelowski, 2000). According to Mukhtar (in Sugiyono, 2013), qualitative descriptive is a method used in research or observation to generate knowledge and theory for a study. The purpose of descriptive qualitative is to identify and provide evidence to support the facts. Therefore, the researchers used descriptive qualitative to identify students difficulties, causes of difficulties and strategies to solve the difficulties in speaking English skill in seventh grade MTSN 2 Hulu Sungai Utara. The subject of this research is all students in class 7 A of MTsN 2 Hulu Sungai Utara that consists of 30 students. In this research, the researcher used purposive sampling technique to take sample for this research and got 10 students with lowest grade to get rich data about their difficulties in speaking English.

Moreover, the researchers used observation, questionnaire, and interview for collecting the data needed. The observation had been done three times by the researchers in class 7 A on February 16th, 23rd, and March 2nd 2023. Here, the researchers acted as passive participant by joining the class and observing learning activities. By using field note, data about students' difficulties in speaking class were noted. Then, to enrich the data, a questionnaire distributed to 10 students who were participated in this research. The form of the questionnaire used by the researchers was an open-ended questionnaire with a total of 15 questions focused on students difficulties, source of the difficulties and the possible solve for the difficulties. In addition, data gathered from observation and questionnaire were crosschecked with interview to the students. Furthermore, the English teacher of the class were invited to interview

sections. After data were gathered, they were analyzed through data reduction, data display, and drawing conclusion and verification. Here, the researchers read all interview transcripts and explained all experiences that occurred in the field as well as in the questionnaire then drew the conclusion of the research.

Findings

Based on the result of observation, interview and questionnaire, the researchers could take several findings about the students' difficulties in speaking English, factors cause difficulties in speaking English and the possible ways to solve the difficulties in speaking English. The result of students' questionnaire, interview, and observation are described as follows:

1. Students Difficulties in Speaking English

a. Psychological Problems

In the observation, psychological problem about fear to make mistakes is occurred. It could be seen in the first and second observation when the English teacher asked the students to speak English, they answer "*takut salah*" (afraid of making mistake). Also, when the teacher asked one of the students to answer a question, the student only said "*yang lain aja bu, takut salah*", (please another student ma'am, I'm afraid to make a mistake).

Students grew hesitant when speaking English in class because they were afraid of making mistakes. It could be demonstrated by the second observation when the teacher asked one of the students to read a simple present tense sentence, and the student said "*yang lain aja bu, malu nanti salah*", (another student ma'am, I'll be shy if I'm wrong). In addition, students did not understand how to pronounce well or lack of pronunciation, which the students are wrong when pronounced every word. It could be seen from the first observation when the teacher said "arrives" and ask one of the students to repeat the word again. When the student said "arrives", he did not pronounce the word correctly. He pronounce it with /arriv/ that should be /e'raiv/.

The results of observation are strengthen by the answer of questionnaire distributed to the students. From the questionnaire above, students had psychological problems that make difficulties in learning speaking. In psychological problem all students had various kinds of difficulties start from vocabulary, afraid to make mistakes, pronunciation and shyness to speak. It can be seen from their answer as follows:

Yes, because I'm afraid of make mistakes. I'm afraid, but I also feel fearless. Cause I'm still in the learning stage. (students 1,2,4,5,10)

Yes, because if there is an error in the preparation of English words, it will have different meanings and different opinions from friends and teachers. (students 3)

Yes, because I am shy and nervous when I came to the front of the class and many of my friends watching me when I came forward (students 1, 3, 4)

Yes, I know some English vocabulary, but I'm still lack in the vocabulary; there are some vocabulary words that are difficult to pronounce or read; it's rather difficult to master it, whether it's how to write or how to read; there are still many vocabulary words that have not been learned (students 1 to 9)

Reinforced by the results of interviews with students, students who had conducted interview with the researchers reported psychological issues such as fear to make mistakes and shyness. it could prove from the student 7, when the researchers asked about her speaking in class, she stated that: "*I'm embarrassed, because I'm afraid of being mistake when pronouncing words in English*". Another students also respond with the same answer. That means they are afraid of making mistakes when speaking English.

Students also lack of mastering vocabulary because they said remembering vocabulary was very difficult. It could be proved by the student 9. When the researchers asked him about why he had difficulties in speaking, he stated that: "*The difficulty is when memorizing English vocabulary*". Further strengthened by student 3 stated that: "*Vocabulary was difficult, and I still relies on google translate*".

Students lack of pronunciation, almost all students who had been interview by the researchers had lack of pronunciation. It could be proved from the student 4, when the researchers asked about what her difficulty in speaking, he stated that: "*Words in English is*

different from the way it's pronounced, so I don't understand the correct pronunciation”.

b. Language Problems

The result of observation shows that the students had language problem because they still used mother tongue when speaking English with the teacher. In every observation, the researchers found that the students still using mother tongue. It could be proved from the first observation when the teacher checked student attendance, some students said “*hadir, bu & ada, bu*” where the students are supposed to use “*presen*”. Another example in second observation, when the teacher asked the students do they understand about today’s lesson, the students answered “*yes, bu*” (yes, ma’am). Students also could not think when they start learning, the teacher mentions the textbook pages to them using English, it could be proved from the second observation when the teacher said “*now, open your English book page fifty*” then the all student said “ *gimana bu? halaman berapa?*”, (sorry ma’am, which page?). Here, the students didn’t understand what the teacher mean.

The result then further strengthens by questionnaire. Students had language problem in terms of using mother tongue when the teacher asked to speak English. They said that they often use Bahasa to speak in English class because of several reason.

Yes, I still lack mastery in speaking English, lack in mastering English vocabulary (students 3, 4, 6, 7, 9)

Another students said that they would speak English when they know and understand it.

Yes, but if I know the word and understand what he (the teacher) say, then I will use English (students 1, 5, 8)

Therefore, when they are asked to speak English, most of them feel so difficult except the sentence are in the book. In addition, the condition of the class influence their willingness to speak.

Yes, because English pronunciation is difficult for me, but I will learn again (students 1, 5, 10)

No, because if the teacher asks to speak English and there is in the book, I do not find it difficult. (student 8)

Yes, because the class atmosphere does not support and noise. (student 3, 5, 6, 10)

Then, what students have said in the questionnaire is reinforced by the results of interviews to them which they language problem. When the researchers asked how often he speak English with classmates, student 8 said :

“Never, because I'm confused especially when talking to other people”.

It means he could not think when speak English, and he still used mother tongue when learning English lesson in the class. Another prove could be gotten from the student 2, when the researchers asked about how did she speak English when learning English lesson, she stated that:

“I rarely speak English”.

Other students also respond with the same answer. It means they also still used mother tongue when learning English lesson. Regarding this matter, reinforced by the results of interviews with teacher, there are still many students fear to make a mistake, lack of pronunciation, lack of vocabulary, and students still using mother tongue when learn English.

2. The Factors Students Difficulties in Speaking English

a. Psychology Factor

From the result of questionnaire above, all student felt happy when learning English, but when speaking some of them got difficulties because they are confused about how to pronounce and thought that speaking is a difficult thing to do.

I like, but for speaking I don't like it because it's difficult (student 3, 7)

Then, the result of interview to students found that they have various factors that make them difficult in speaking English. It could be proved by the student 3 stated that: “*Obstacles in learning are a little unpleasant, because the teacher is grumpy*”. It means she had various factors that make her felt difficult when learning speaking in English lesson. It could be proved by the student 2 stated that: “*The lesson is fun, but the teacher is very strict*”. Another prove

also could be seen by the student 6 stated that: *"I like learning English but sometimes I'm bored"*. As the result, the factors that make students difficult in learning English are they felt difficult to accept materials and bored with the teacher.

This result is further strengthened by observation, The researchers found that the students are not interested when they are learning English because it can be seen from their faces that they are very bored and unhappy.

b. Non-Social Factor

From the result of questionnaire related to whether the supporting classroom atmosphere when learning English or not, 8 from 10 students answered "no". The classroom atmosphere is not support to learning English because many students are noisy, and it makes other students uncomfortable, so most of them finds it difficult to concentrate on the lesson.

No, because the class atmosphere is always noisy (most of student)

Reinforced by the results of interviews with students, they said that classroom atmosphere did not support them in learning English due to the class noise. It make them difficult to accept the material. As the student 10 stated that, *"In class the students are noisy"*. Another prove also could be seen from the student 6 stated, *"The atmosphere and friends in class are always noisy and make I'm not focus on studying, so I don't understand what the teacher say"*. Other students also had same answer. Thus, it could be concluded that uncomfortable classroom conditions did not support them to learning English.

This result is further strengthened by observation which classroom condition did not support the students to learning English lesson. There are a lot of trash in the classroom which make the class dirty, and every student are noisy. It make them unable to clearly hear what the teacher said and it make their classroom condition did not support them to learning English lessons.

c. Social Factor

From the result of questionnaire, 9 from 10 students answer that their families support them when learning speaking because English is important in the workplace.. However, one student answered "no" because She came from a low-income family and was unaware of the significance of English. Other students also answered environment around them not supports in learning English especially speaking. The majority answered "no" because they live in the village and think English is difficult, so their environment prefers to using local languages rather than English.

Reinforced by the results of interviews with students, students who had conducted interview with the researchers had social factor that make them difficult in learning English lesson especially at environment. It could be seen by the student 7 stated that, *"For parents it's up to their children, because at home I just study alone"*. Another prove also could be seen by the student 2 stated that, *"My parents support me to learning English but the environment is rather difficult"*. The same answer also by student 10 stated that, *"I never learning English in my environment"*. Other students also almost had same answer. It means their environment did not support them to learning English, so they could not improve speaking ability with their environment.

d. Technology

From the questionair's result, all students using technology when learning speaking. They are using technology to learning speaking, such as watching YouTube videos, games, and using google translate on their smartphone when they had trouble in translating a word.

Of course, technology is very useful for learning English, especially for applications that can be used to learning English (student 1, 5, 8)

Yes, I'm using google translate; whether from the game for how to write and mention it or google translate so you know what it means (student 2, 7, 9, 10)

Reinforced by the results of interviews with students, students who had conducted interview with the researchers using technology in their learning English lesson. It could be proved by the student 5, when the researchers asked about how they solve her difficulties in speaking, she stated that, *"Using google translate, so I can find out English vocabulary as well as learning*

how to pronounce it". It means she using internet when she learning English. Another prove also could be seen by the student 2 stated that, "*Use online dictionary to translate*". Another student had same answer. They using Google translate on their smartphone if they did not know English vocabularies.

Regarding this matter, reinforced by the results of interviews with teacher, the factor causing students difficulties when speaking English is that the students had no interest in learning English. It was show from the teacher respons to the question of "*what are the factors causing the students difficulties when speaking English in the class?*". The teacher answered:

"Students look uninterested and lazy when learning English, this is because students feel speaking English is very difficult and not their language".

3. The Possible Way to Solve The Students' Difficulties in Speaking Strategies to Overcome Students' Difficulties

The result of questionnaire found that all of student used strategies to solve their difficulties in speaking English. They had various solutions such as using a dictionary to increase vocabulary, practicing speaking English actively with friends, translating, and learning to memorize vocabulary to solve this problems.

The teacher gives an example of the correct pronunciation (student 2)

Yes, learn from dictionary and the internet, games so that you know a lot of English vocabulary. (student 3)

Yes, I have a solution by talking to people who can speak English and I can be good and right when speaking English. (student 8)

Reinforced by the results of interviews with students, students had various solutions to help their difficulties in speaking English, it could be seen by the student 1 stated that, "*I choose to take a course via the zoom application, even though on holiday, the course will continue*". It could be conclude that she prefer to study outside of the school, it was cause studying at school was very boring and could not develop her English speaking. Another student had different way to overcome their difficulties, it could be seen by the student 7 stated that, "*From the game, because in the game it using English so at the same time I can learning how to pronounce it*". It means she used games to help her difficulties in speaking, then she repeat the words of the game she was playing.

Regarding this matter, reinforced by the results of interviews with teacher, there are several strategies for solving students' speaking difficulties, it is know from the teacher response to the question "*Of the several difficulties and factors that cause students to have difficulty in speaking, what strategy do you suggest to overcome?*". The teacher answered:

"The strategy I offer is relate to learning vocabulary first either through a dictionary or learning media that I use and students also learning how to pronounce and add vocabulary from the media".

Discussions

Based on the result of research finding, the students in class 7 A of MTsN 2 Hulu Sungai Utara have difficulties when they speak English. The difficulties are fear of mistake, shyness, lack of motivation, lack of pronunciation, lack of vocabulary, nothing to say, and using mother tongue. This difficulties can be discuss in two aspect which are psychological aspect and language aspect (Juhana, 2012). In psychological aspect, there are fear of making mistake, shyness, lack of motivation, lack of pronunciation, and lack of vocabulary. Language aspect include using mother tongue and say nothing. All of the difficulties are discussed deeper in the following paragraph.

The first problem is fear of mistake. The students admit that they feel afraid to make mistakes when speaking English. They are afraid if their pronunciation and grammar are wrong because they says English words have different pronunciations, and it is difficult for them to memorize how to pronounce them correctly. Students also fear in arranging words when speaking English because of unfamiliar vocabulary, and fear of making grammar mistakes. Besides that, they will get shy if they make mistakes when speaking English in the class. Many theorists says that fear mistake becomes one of the main factors of students' reluctance to speaking English in the classroom.

The second problem is shyness and lack of confidence. Shyness and lack of confidence are linked because when students are shy to speak English, it indicates a lack of confidence. This issue is still

related to students' fear of making mistakes because when students make a mistake when speaking English in front of their friends, they feel embarrassed and don't want to do it again. According to Gebhard (2000), shyness is also a problem in speaking learning classes, thus paying attention to this component is essential for assisting students with their speaking performances in the classroom.³ The third problem is lack of motivation, even though only 4 from 10 students have lack of motivation in learning speaking, but it is very affect with their speaking ability. So, they cannot arrange a sentence to speak English and make their speaking not fluent. According to Juhana (2012), in speaking performance, motivation influences the success of speaking performance.

The fourth problem is lack of pronunciation and lack of vocabulary. This is a major problem for students. Students have lack of pronunciation because they really don't master the correct pronunciation, they says the words in English are different when spoken. Also, they know they are not excellent at English vocabulary since English is a foreign language that they rarely use in their daily activities, and English vocabulary is too huge to memorize. According to Renandya (2013), Foreign language learners frequently remark how difficult it is to explain themselves in a foreign language, not because they lack ideas, but because they lack the vocabulary to articulate these thoughts.

The fifth problem is mother tongue use which the students don't accustom to use English in daily conversation. Actually, using mother tongue can hinder students to speak English since they are still arrangement the sentence. According to Ur (2009), the use of mother tongue in classroom might negatively influence students' speaking ability.

The sixth problem is nothing to say. Because the students don't increase their vocabulary, they cannot talk when the teacher asks them to speak English. Also, they are afraid to make mistakes in their pronunciation. Students also don't understand what the teacher say because the teacher using English language and speak too fast, so they cannot think what the teacher say. According to Baker and Westrup (2000), many students find it difficult to answer when their teachers ask them to say something in a foreign language because they may have no idea what to say, which vocabulary to use, or how to apply the grammar correctly.

This problem on difficulties of students in learning speaking separate from factor that cause the difficulties. In learning speaking, the students felt difficult when they learning it. The researchers found that the students felt difficult in learning speaking because of third factors, there are internal factor, class condition, and students' social environment. The researchers want to discuss the cause of the students difficulties in speaking. According to Leong and Ahmadi (2017), the factors are internal factor and external factor.

The first factor is students' interest, this factor is comes from the students itself. Some students don't have interest in learning English because they find it difficult. Sometimes they cannot accept the material give by the teacher, because lazy and the method make them bored. The second factor is the class condition. When the teacher ask the students in English, they reply with mother tongue. It make the students unable to communicate in English fluently. The classroom can be more noisy at times, which makes the children feel uneasy. When students are uncomfortable when learning English, they cannot learn to communicate effectively. The third factor is the students' social environment. The students' environment does not encourage them to talk because they reside in a village where their neighbors and friends are native Banjarese and frequently use Banjarese, so they cannot practice speaking and find it difficult to learn to speak in class.. Leong and Ahmadi (2017) stated that the students' interest, the activities in social environment, and the condition of the classroom influence their learning.

Then, related to the solution offers to speaking's problem, students mention several ways in interview section. For example, they will watching more English videos in YouTube, playing English games and memorize the vocabulary contain in the YouTube videos or games. Students who get new vocabularies will repeat the words, so they can remember the vocabularies that they have. When students watching English YouTube videos, they have to repeat the pronunciation of the word or sentence so they understand how to pronounce it well. Students who playing English games, they will add English translation to know what the game says in English. It also can increase their vocabulary and improve their pronunciation. In addition, they usually use google translate to overcome their difficulties when translating a word in English.

Another solution is joining an English course to train students in speaking where it requires them to speak by using English only. According to Harmer (2010), repetition has many beneficial effects,

when students repeat speaking tasks they have already done once or twice, this is their attempt to practicing speaking. Each rehearsal gives them more confidence as they are not attempting to get the words out for the first time when they try to speak in subsequent performances. It's the same with students which the English teacher also give suggestions to solve the problem of difficulty speaking English. The strategy give by the teacher to students is bring a dictionary when learning English in class. In addition, the teacher also using a variation of learning methods, such as asking students to memorize three vocabulary words every day, this can help students increase their vocabulary.

Conclusion

In conclusion, every student in class 7 a MTs N 2 Hulu Sungai Utara have difficulties in speaking English including psychological problems (fear to make a mistake, shy, lack of vocabulary, lack of motivation and lack of pronunciation) and language problems (mother tongue use and say nothing). These difficulties comes from the students themselves, the condition of the school, and their environments both school and house. Therefore, to solve students' difficulties in speaking English, there are several strategies offered to them such as join English course which the students can practice English with peers and bring dictionary in the class. In addition, they can watch English videos on YouTube and English games without Indonesian subtitles to improve their speaking skills. Also, English teachers is required to apply various learning methods to increase students' vocabulary as the basic for their speaking skill.

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