

English Speaking Problems Encountered by ELF Learners of Madrasah Tsanawiyah Sayang-sayang Cakranegara

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Article History

Received: 6-11-2024

Revised: 2-12-2024

Published: 15-12-2024

Key Words:

English problems
speaking Encountered
By EFL Learners Of
Madrasah Tsanawiyah

Abstract: This study aims to find out the problems speaking at Madrasah Tsanawiyah Nurul Yaqien Sayang-sayang Cakranegara, which is located at the P. Diponegoro. The writer uses interviews as a research instrument consisting of 5 students, the writer provides conclusions on the intent and purpose of increasing students interest in speaking. In addition, the student's main problems in speaking are difficulties in pronunciation, lack of vocabulary so that students show that learning to speak English is not fun. This study would like to suggest that, for English teachers, it is better to encourage them to increase their willingness to communicate well so that their desire to learn and keep practising arises. Regardless of its importance, teaching speaking skills has been underestimated, and the most ELF\ESL teachers continue their teaching of speaking skills just as memorization of dialogues or drill repetition. Nevertheless, the modern world requires learners to have communication skills, and English teachers have to teach the ELL (E-language learning system) the necessary skills so that they can develop their speaking skills and perform well in real life situations. Oral skills are completely disregarded in today's EFL\ESL teaching environment, despite the fact that employability is more dependent on communication than technology. Because crucial components of language, such as phonological, morphological, semantic, and syntactic characteristics, have received little attention, it has become major hurdle for ELL to acquire speaking skills among English learners. So far, more concentration has been placed on reading and writing skills

Introduction

Language has a big role in the communication so that when humans speak or interact between humans to other humans' language in any situation and anywhere. It can be known that language is the key of communication containing messages. The important idea is that the listener gets the correct detailed and precise information about what the speaker wants to convey (Brown,2000). In Garce's journal (2013), Windle and Warren mention the use of language in order to communicate and to connect with other people.

Windle and Warren also acknowledge the existence of three essential components of communication; (a) verbal (the words we choose), (b) nonverbal (how we say the words) and preverbal (our body language). They state that they are needed in order to send clear and concise message and to receive and transmit messages properly.

Speaking activities are not successful in class because of many factors that cause students to speak English with their friends. They're scared of making mistakes, being laughed at his/her friends and lacking their faith and confidence also that they think learning English is not important. When someone speaks, they interact and use language to express their ability in speaking also share information with others through communication in some situations.

Speaking is used to give direct instructions or to get something done for example, to describe something or to complain to someone about the behaviour, nature and character of other people and then ask and provide services to others in the teaching and learning process. What needs to be done is to provides the right techniques the writer provides solutions to apply learning techniques to overcome students' problems in speaking English, namely action learning strategies.



In learning English, itself, it is necessary to have an interest learning from students to support they'd in speaking English. A part from that based on the writer experience when teaching English in class, of course what is often done by students is that they underestimate the assignments given so that laziness arises in learning process from small things like that the writer can see that the tendency of students in speaking problems is a lack of interest, motivation and self-confidence that is not built actively so as not to cause new problems for the continuity of their learning. Based on the background above it can be formulated the research question as state in statement of problem below

Method

The method used in this study is a qualitative method that belong to case study to answer the statement of the problem stated in chapter one. According to Marczyk (2002: 17) that qualitative research involves study that do not attempt to quantify their result through tactical summary or analysis. Qualitative studies typical involves interview and observation with formal measurement. A Case study, which is an in-dept examination of one person, is a form of qualitative research.

So, this study involved in investigating particularly to the student who has problem in mastering subject, therefore, not all student to be investigated, it can be one or more students to be investigated.

Finding and Discussion

The data gained in this research showed that there were 4 problems that faced by students in speaking English. They are; Inhibition, nothing to say, Low or Uneven participation and Mother tongue use.

1. Inhibition

a. Feeling shy

The students feel shy to make mistake in speaking English likes they said as they reason bellows:

“saya terus terang kok merasa malu bila salah didalam menucapkan bahasa Inggris kenasaya tidak bisa “

“yang paling saya rasa malu apabila teman teman menterawakan ketika saya berbahasa inggri”

“apalagi cara membacanya saya salah pasti di tertawakan dan membuat tambah malu “

b. Afraid of making mistake

The students feel afraid to make mistake in speaking English likes they said as they reason bellows:

“takut dan gugup kalo tidak bisa mengatakan bahasa Inggris dengan baik dan benar”

“Biasa aja kak, ada rasa takut jika diminta oleh teman sekelas dalam membaca atau berbicara“

“Takut slah ucap dan salah baca bisa bisa teman teman semua pada terawa karena tidak benar cara bacanya”

c. Feeling unconfident

“Saya kurang peraya diri kak kalo ngomong bahasa inggris suka di ledekin sama teman teman sekelas “

“Nggak pede teman teman suka jahil dan ngeledekin kalo salah

“kalo sudah guru suruh saya berdir untuk menjawab dalam bahasa Inggris saya kurang percaya diri dan teman pasti mentertawakan saya “

2. Nothing to Say

a. Students don't know meaning of words

“Saya punya kesulitan dalam mengartikan kosakata yang baru maklum kak saya tidak punya kamus yang lengkap“

“Kesulitan saya dalam menterjemahkan arti dalam bentuk kalimat“

“Kesulitan saya memahami grammar”

b. Lack of vocabulary

“Sulitnya itu karena tidak tahu bahas inggrisnya atau kosakata kalo disuruh mengerjakan latihan soal dalam bahasa inggris”

1. Low or uneven participation

a. Difficult in pronounce English words

“Sulitnya karena katanya itu beda sama cara memabacanya, gak pernah ngomomg pake bahasa inggris “

“Sulit kak, karena katanya itu beda sama cara ngucapinnya. Kita juga gak jarang sekali ngomong bahasa inggris sama temen kalo lagi dekelas

b. Do not like study English

“Karena pada dasarnya saya kurang suka pelajaran bahasa inggris karena tulisan sama cara diucapkannya itu tidak sama”

“mungkin kalo saya suka bisa dengan cepat saya berbahasa Inggris tapi karena saya kurang suka jadi saya tidak bisa berbicara bahasa Inggris”

4. Mother tongue use

a. Speaking easier using mother tongue

The students speaking easier using mother tongue likes they said as they reason bellows:

“Nggak pernah kak, bahasa sasak adalah bahasa keseharian saya pakai berbicara dan termasuk juga bahasa Indonesia bahasa Indonesia dan paling mudah karena bahasa ibu”

“Nggak kak, bahasa sasak doang kita pake berbicara kalo sama temen, lebih mudah sasak”

“Tidak, lebih mudah ngomong pake bahasa sasak bersama teman teman dan lebih gaul rasanya“

“Tidak lebih sering memakai bahasa Sasaka”

b. Prefer using mother tongue or Indonesian

The students prefer mother tongue or indonesian likes they said as they reason bellows:

“Ngak pernah kak, bahasa sasak doang kita pake berbicara sama bahasa Indonesia kadang, lebih suka ngomong pake bahasa sasak”

“tidak bisa soalnya kak,,hehe. Saya lebih suka ngomong pake bahasa sasak karena lebih mudah dan sudah terbiasa”

c. Unable speak in English

The students unable speak in English likes they said as they reason bellows:

“Tidak, gak bisa soalnya kak. Kami lebih mudah ngobrol pakai bahasa sasak dan bahasa Indonesia kalo bersama teman teman saya “

“ tidak pernah akan terasa ssulit dan banyak yang tidak menegrti kalo saya berbicara bahasda Inggris “

“Ngak jarang bahkan tidak pernah kalo ngobrol pakai bahasa sasak karena susah di mengerti bahasa Inggris”

Problem Speaking Skill Faced By The Student Of Madrasah Tsanawiyah Sayang-Sayang Cakranegara:

No	Inhibition	
1	The student Feeling Shy to speak	
2	Afraid of Making Mistake	

3	The students Feeling Unconfident	
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No	Nothing to Say	
1	The student don't know the meaning of the word	
2	The student lack of memorizing the vocabulary	

No	Low Uneven /Participant	
1	The student difficult to pronounce English	
2	The student don't like studying English	

Discussion

The researcher found and discussed the answers to the research problems, namely the problems faced by students at Madrasah Tsanawiyah Sayang-sayang Cakranegara in speaking English skills. Data obtained from interviews. The research findings consist of a description of the data found

Nothing to say. "My difficulty is that I don't know what English the word to write is, if I am given an assignment while studying in class. Its means Students don't know meaning of words, without mastering grammatical rules and having adequate vocabulary as well as pronouncing words correctly, EFL students are usually afraid of speaking. Vocabulary is recognized as an important component of L2 performance and proficiency (Schmitt, 2010).

Low or uneven participation. Low or uneven participation is the problem faced by students wherein, it hindered students speak English in learning activity. There were some speaking problems faced by student in terms of low or uneven participation. Difficult in pronounce English words "It's difficult, sis, because I speak English writing is not the same as how to read it, so different" "It's difficult, because the reading doesn't match the way read it. They don't like study English. Mother tongue use. Mother tongue use is the problem faced by students wherein, it hindered students to speak English in learning activity. it is possible to say that mother tongue interference in second language learning is present in almost all aspects.

Conclusions and Suggestions

This chapter consists of two parts, namely conclusions and suggestions. Conclusions presents the findings of this study based on data analysis and discussion in the previous chapter, while suggestions relate to what the writer is doing recommend doing.

A. Conclusion

The conclusion in this research showed that there were 4 problems that faced by students in speaking English. They are; Inhibition, nothing to say, Low or Uneven participation and Mother tongue use.

B. Suggestion

In this study the writer suggests as follows:

- a. For the Teacher
 1. The teacher must provide sufficient opportunities for students to practice their speaking skills such as more practice which requires students to appear and be brave in speaking English, one of which is to create study groups so that students are not bored in learning English so students can easily understand and create a new and fun learning atmosphere.
 2. English teachers who teach at the Madrasah Tsanawiyah Sayang-Sayang Cakranegara, especially English subject teachers, should creative in teaching English. especially in

speaking because mastered it need more media or method to fix it. The teacher must provide easy and fun speaking activities, so students can follow them class or active and responsive.

b. For students

1. The students should diligent practice speaking English at any time and wherever.
2. Students do not need to be afraid of being wrong to speak English in other words, they should have more confidence in speaking.

c. For the writer

For further research, it is hoped that it will be able to further develop knowledge in the field of English , because there are still many things that need to be considered, such as; reading, writing and listening in this study the writer only focus in the problem of speaking English to students in 10 grade Automotive 2 people and 3 students Mechanical engineering

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