

AN ANALYSIS SPEAKING PROBLEM DIFFICULTIES OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract: This study aims to examine students' difficulties in understanding English reading assignments. The research was conducted on Grade IX and VIII students of SMP 22 Jakarta who experienced challenges in comprehending English reading activities. This study utilized a descriptive qualitative research design. Using a purposive sampling approach, 30 Grade IX students and 31 Grade VIII students were selected as samples due to their low reading scores. Data were collected through document analysis and questionnaires, then analyzed through three main stages: data condensation, data presentation, and conclusion drawing or verification. After evaluating the data, it was observed that students faced four main difficulties in understanding reading assignments. The average percentage was 64.9% for Grade IX and 72.5% for Grade VIII. Furthermore, based on the percentages derived from the analysis of documents and questionnaires completed by the Grade IX and VIII students, the most challenging aspects were vocabulary, dictionary usage, and motivation in understanding English.

Keywords: Difficult to Speak *English*, *English Language*, *Students*.

INTRODUCTION

Speaking is one of the most challenging language skills for many English learners, especially among high school students in Indonesia. The ability to speak English is not only important in an academic context but also in an increasingly globalized workforce. However, various studies show that many students still face significant challenges in speaking English.

The difficulties faced by students in learning English are also experienced by students at SMP 22 in Jakarta City. Factors that hinder the improvement of English language skills, particularly speaking abilities, include a limited vocabulary, incorrect pronunciation, and a lack of confidence in practicing daily conversations. Consequently, there are several factors generally contributing to students' weak English proficiency, such as improper study habits, lack of motivation, insufficient mastery of language components, inadequate content knowledge, mental attitudes, and the interaction between teachers and students. A proposed solution to address these challenges is to enrich linguistic components and provide training for students, both in hard skills (performance) and soft skills (logical habits) (Rahmah & Sodik, 2021).

Furthermore, there are two main factors causing students' difficulties in speaking English: linguistic factors and non-linguistic factors. Students' linguistic challenges include English grammar, pronunciation, and limited vocabulary. Meanwhile, non-linguistic challenges include lack of confidence, motivation, and an unsupportive environment (Fatimah et al., 2021)

Background of Study

Teaching and learning English in a multilingual country presents significant challenges, particularly when English is learned as a foreign language after students have first mastered their local and national languages. Additionally, exposure to English is not a common daily practice. Indonesia, as a nation with diverse local languages where each region has its own, is a clear example of this multilingual situation. Although Indonesia is not an English-speaking country, the role of English is crucial for broadening global perspectives and serving as a medium for international communication.

Recognizing the importance of English, as acknowledged in Indonesia's educational curriculum, English has become a compulsory subject taught from the junior high school level. Moreover, many elementary schools also include English as a subject, depending on their individual policies. According to Srinivas (2019), 'In today's globalized world, communication plays a crucial role in achieving success across all fields.' Therefore, every individual is required to have strong communication skills to compete effectively in the modern era and on a global scale.

As a means of communication, language encompasses various skills that individuals must master for effective interaction. In daily life, we receive and convey information to others through language. The ability to receive information is referred to as receptive skills, while the ability to convey information is known as productive skills. Receptive skills include listening and reading, whereas productive skills, often referred to as active skills, involve delivering information either orally or in written form (Golikova & Hubackova, 2014). These productive skills, encompassing speaking and writing, are essential components of communication and language mastery.

Problem Study

According to Susini and Ndruru (n.d.), listening, reading, writing, and speaking are skills that enable individuals to master one or more languages. These skills are closely interconnected and, in essence, constitute all the abilities required to enhance language proficiency. Therefore, language learners need to acquire these skills to speak English fluently.

Several factors make it challenging for students to speak English. Firstly, many students struggle with speaking and are unmotivated to practice it. Harmer (2007) explains that this could be the reason why students rarely practice their speaking skills in daily communication. They are unfamiliar with English and feel embarrassed to use it. Students also tend to perceive English as a subject that should only be used and learned in the classroom or during formal lessons.

Secondly, a lack of vocabulary is one of the issues students face. Richards (2008) argues that language learners encounter specific challenges in speaking, including insufficient vocabulary, poor grammar, and inadequate pronunciation. Several studies have investigated the difficulties students face in speaking.

Psychological problems such as anxiety, lack of confidence, and insufficient practice can also hinder students' speaking abilities. These two categories of difficulties are often attributed to the mindset of language learners. They frequently view English as difficult to master because it is not their native language and is not used in daily communication. As a result, especially in Indonesia, many students still struggle to speak English fluently.

According to Runtuwene and Lumettu (2018), even after six years of studying English in secondary school, most graduates are still unable to speak English fluently, even when using very simple expressions. Based on previous research highlighting verbal and psychological challenges, this study aims to investigate these issues in a broader population. The goal is to generalize the research findings.

The researchers also considered school accreditation when selecting samples for the study. Schools with the same level of accreditation are deemed to have similar characteristics in terms of facilities and teaching-learning activities. The researchers aim to examine the linguistic and psychological challenges faced by students at SMP 22 Jakarta.

Review Previous Research

The authors also reviewed previous studies to strengthen their findings.

A study by Fatimah, Sri Wahyuni, and Hijjatul Qamariah (2021), titled *"An Analysis of Students' Difficulties in Speaking: A Descriptive Study at Second Grade Year Students of SMPN 1"*, highlighted the challenges students face in speaking English. The results revealed two main factors influencing these difficulties: linguistic and non-linguistic factors. Linguistic factors include a lack of vocabulary, poor grammar understanding, and incorrect pronunciation. Students were unable to speak using proper grammar and often misunderstood the use of verbs in sentences. The study employed a descriptive qualitative method with data collected through questionnaires and interviews. It concluded that linguistic factors form the fundamental basis for improving students' speaking abilities.

Another study conducted by St. Nursiah An and Emilya Kadoeng (2023), titled *"Analisis Kesulitan Siswa dalam Berbicara Bahasa Inggris di MAN 1 Kota Makassar"*, aimed to identify the challenges students encounter in enhancing their English-speaking skills. Data were collected through interviews and observations and analyzed using four stages: data collection, data reduction, data presentation, and conclusion drawing. The study's findings revealed five key factors causing speaking difficulties: lack of vocabulary, incorrect pronunciation, absence of peers to practice speaking with, low self-confidence, and an unsupportive classroom environment. This study emphasized the importance of creating a conducive environment for practicing English speaking.

Linguistic Problem

Linguistic problems in speaking are issues that hinder language learners from speaking effectively. Richards (2008) claims that there are specific challenges faced by learners in speech. These include a lack of vocabulary needed for speaking, insufficient grammar knowledge, and poor pronunciation. Some of the common challenges include limited vocabulary for speaking, inadequate grammar knowledge, and difficulties with pronunciation. The primary obstacle is a lack of grammar proficiency, which plays a vital role in mastering English. Without a proper understanding of grammar, learners may struggle to communicate effectively in conversations. Many students find grammar challenging to grasp, and even those who have studied English for years often face difficulties in applying grammatical rules correctly. According to *A Study on Grammar Teaching at an English Education Department in an EFL Context* (2017), studying grammar in college for years does not guarantee that language learners have the proper skills to use grammar effectively in sentences. They still face difficulties in applying it, which suggests that mastering grammar takes a long time.

The next challenge is the lack of vocabulary. A limited vocabulary is a common problem faced by many language learners, causing confusion during conversations. Learners often pause mid-conversation to think about which vocabulary to use. Khan et al. (2018) state that a lack of vocabulary items can hinder the process of second language learning. Many learners frequently forget the vocabulary they intend to use, especially new words. The author has consulted several experts to better understand the difficulties in speaking. Zhang (2009) argues that speaking, the most challenging skill to acquire for most English learners, remains a significant obstacle for oral communication. Oral language development in classrooms is often neglected, and studies indicate that spoken language in classrooms is almost always dominated by teachers rather than students. Supporting Hosni's definition (Bueno, Madrid, & McLaren, 2006), they found that speaking is the most challenging skill language learners face. Speaking is considered the most important among the four language skills—speaking, listening, reading, and writing. Many learners report spending years studying English, yet still struggle to speak correctly and clearly. From these expert perspectives, the author concludes that many individuals struggle to articulate their speaking difficulties in their own words due to a lack of confidence and fear of making mistakes.

Psychology Problem

Psychological factors significantly impact foreign language learners, especially those developing English-speaking skills. These challenges negatively affect learners throughout the learning process. According to Suleimenova (2013), students experiencing anxiety may struggle to speak quickly enough in language classes because anxiety disrupts their ability to process information. They sometimes forget the ideas they want to express, making speaking a frustrating experience.

Luo (2013) notes that researchers have found foreign language anxiety to have various adverse effects on learning a foreign language. Many English learners feel scared, worried, and afraid of making

mistakes when speaking. Fear can be a major factor contributing to students' anxiety. Performing in front of a class or an audience makes it difficult for learners to become confident speakers. Language learners often feel insecure about expressing themselves.

Another factor contributing to students' vulnerability is the lack of encouragement from teachers. Brown (2001) highlights that many teachers fail to pay attention to how they treat students when they speak English. Consequently, students perceive the learning process as demotivating rather than motivating. Brown, as cited in Dalem (2017), argues that language learners often find studying demoralizing because teachers do not encourage them to speak.

Hetrakul, as cited in Nakhalah (2016), adds that many language learners speak English only within the classroom and rarely outside of it. This lack of practice outside the learning environment further limits their progress. From these insights, it is clear that addressing psychological barriers such as anxiety, fear of mistakes, and inadequate teacher support is crucial for improving English-speaking skills among language learners.

METHOD

This study employs a questionnaire as its primary instrument, adapted from Khamprated (2012). Utilizing a quantitative approach with a survey design, the research relies on questionnaires as the main data collection tool. This method enables researchers to gather responses from a larger sample and pose more targeted questions to participants, leading to more precise findings.

Creswell (2014) explains that survey research is a method used to analyze a sample of a population in order to quantitatively describe its trends, attitudes, and opinions.

Questionnaires are used as the main data collection tool. According to Harris and Brown (2010), questionnaires are often considered as objective research tools and are capable of producing representative data, especially when used on very large samples.

Data Collection

To complete this study, the authors used observation and interviews to collect data. Observations were made in the school environment, such as facilities, dining rooms, and staff rooms. Classroom observers focus on how teachers teach, how they teach, interactions between students, student abilities, and student reactions. The survey was based on a questionnaire of 3 people in one class. Students ask questions in a private space so as not to be embarrassed in public. Observations and interviews are used to answer research questions. Observation is used to find out the condition of students in school or class while speaking English. Interviews are used to find out if students have difficulty speaking English. The tool finds the factors that most affect students' English proficiency: language problems, native language use, and inhibitions. Because the participants are junior high school students, the interviews are conducted bilingually or in bilingual English and Indonesian.

FINDINGS AND DISCUSSION

This study was conducted at SMP Negeri 22 Jakarta

NO	QUESTION					
1	It's hard for me to remember English words					
2	I have a lack of understanding of certain vocabulary.					
3	I want to have a good pronunciation					
4	I don't focus on grammar when speaking					
5	I find it difficult to pronounce some words correctly for example ʃ (ship), tʃ (lunch), and θ (the).					
6	It's hard for me to speak English properly.					
7	I have limited time to think about correct grammar when I speak English					
8	Sometimes I enter Indonesian words when speaking English.					
9	It's hard for me to structure word for word into a sentence when speaking English.					
10	I always forget to pronounce the final sound of every word					

Students' Speech Difficulties Based on Psychological Problems.

NO	QUESTION					
1	I feel nervous when speaking English with others					
2	I felt worried that I would keep repeating my initial words when I spoke					
3	I feel scared When I make mistakes when I speak English					
4	I feel lazy to learn English because there is no reason for me to speak English.					
5	I don't have a partner to learn English.					
6	I feel embarrassed when speaking English in front of my friends.					
7	I will panic when I have to speak without preparation in advance					
8	I don't feel confident to start talking to myself if there are no friends of mine					

9	I feel less confident speaking in English than Indonesian					
10	I feel embarrassed if my friend's friend laughs when I speak English.					

The data in this study was obtained from the results of the questionnaire and the responses of students in the interview results. The purpose of this study is to find out in difficulty speaking English. Based on the results of the questionnaire consisting of 20 questions, it can be concluded that the average percentage of students' perception of difficulty speaking English is 64.96%, which is in the average value of students' perception that they have difficulty speaking English. The implications of these percentages allow researchers to assume that students' perception of learning has sufficient effectiveness. Not only that, the effectiveness value shows that the results of this study are still in line with the results of previous studies. To find out the problems in students, especially in speaking, the interview data with 3 selected students is used as supporting data and will provide a more detailed explanation than just numbers. The selection of 5 students from 30 populations is a snowball sampling technique where the researcher selects resource persons based on volunteers. "P" for "researcher" and "S" for "student".

No	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20
1	1	3	4	4	1	3	4	3	1	1	1	3	2	1	1	3	1	4	1	2
2	2	3	2	2	3	3	5	3	3	2	3	2	3	2	2	3	3	2	3	2
3	3	4	4	3	4	4	4	3	4	4	4	4	3	3	4	2	5	4	4	3
4	4	4	5	4	5	4	3	4	4	4	4	3	3	3	4	2	3	5	4	3
5	4	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	4	5	5	5
6	2	3	4	2	4	4	3	1	4	4	2	2	1	3	5	3	4	3	4	3
7	1	3	3	2	1	4	2	1	4	3	3	2	1	3	5	3	3	4	5	1
8	3	4	5	4	4	3	5	4	4	5	4	4	3	2	4	4	4	3	4	5
9	3	3	5	3	4	3	4	3	4	4	5	3	4	2	3	4	4	4	4	4
10	3	4	4	3	3	4	4	4	4	4	4	4	4	2	4	3	4	4	4	4
11	1	2	1	1	2	2	1	1	1	1	1	3	1	1	5	2	3	3	3	3
12	2	4	4	1	4	4	3	2	4	4	5	4	5	2	4	5	5	5	5	4
13	1	2	1	2	2	2	1	1	1	1	3	2	3	1	4	2	3	3	1	3
14	1	2	1	1	2	1	1	1	1	1	1	1	3	1	1	1	1	1	1	2

15	2	2	4	4	3	4	4	5	5	5	4	3	4	3	4	5	4	4	4	5
16	3	3	4	4	4	3	4	4	4	4	4	3	4	2	4	3	4	3	4	3
17	4	4	4	2	1	2	5	4	2	4	1	1	1	2	2	2	2	4	3	1
18	3	4	4	4	4	4	4	5	4	4	4	4	4	3	4	3	4	3	4	3
19	4	4	4	2	1	2	4	4	2	4	2	4	2	2	3	2	3	1	1	1
20	2	4	4	3	4	3	2	4	4	4	5	5	5	2	4	4	5	1	4	5
21	2	3	2	2	3	3	2	3	1	4	2	2	3	3	5	4	2	3	3	2
22	3	3	4	4	3	5	4	3	4	5	5	4	5	1	4	3	5	4	3	3
23	2	2	4	4	4	5	4	5	4	4	4	2	3	2	4	3	4	5	5	4
24	4	3	4	4	4	5	4	4	5	4	4	5	5	3	5	4	5	5	5	5
25	3	3	4	4	3	4	3	4	4	3	5	3	3	3	2	4	5	4	4	5
26	3	4	4	4	4	3	3	4	3	4	4	4	4	2	4	3	4	3	2	4
27	2	3	3	3	2	3	4	4	2	2	4	3	4	2	2	3	5	4	3	3
28	2	3	3	2	3	2	3	2	4	2	4	4	4	3	3	4	4	4	2	3
29	3	4	4	4	4	4	3	3	5	3	3	3	4	3	3	3	4	3	4	3
30	3	4	4	4	3	3	4	4	4	5	4	3	4	3	4	4	4	4	4	4

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
76	98	107	90	93	100	101	98	100	103	103	94	99	68	107	95	111	105	103	98
150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
50,7	65,3	71,3	60	62	66,7	67,3	65,3	66,7	68,7	68,7	62,7	66	45,3	71,3	63,3	74	70	68,7	65,3
PRESENTASE RATA RATA : 64,9666667																			

Overall, the study stated that various aspects, such as anxiety, lack of practice, self-confidence, and not learning English while still in elementary school, had an impact on the speaking difficulties experienced by the students. High levels of anxiety can interfere with a student's ability to process information, making it a frequent obstacle for individuals acquiring a new language.

To find out the problems of students in speaking English, the author has collected 30 students from grade 9 to provide an explanation, where the researcher selected the resource persons based on. 'P' for "Researcher" and "S" for "Student"

Transcript 1

Conclude the content of the interview below

Q: Okay, I asked you if you had learned English before when you were in the 4th grade of elementary school

S: I never learned English when I was in elementary school, but I used to take lessons for 2 days a week.

Q: Then what are the obstacles that make you speak English?

S: The problem is, I forgot the vocabulary I wanted to say, and this English I was still unfamiliar with when I was in elementary school, but since entering the 7th to 9th grade, I have started to understand the vocabulary little by little.

Based on the transcript of the interview above, the Respondents had never learned English formally while in grade 4 of elementary school, but had taken English lessons twice a week. The main obstacle in speaking English is forgetting the vocabulary you want to pronounce. In addition, English felt unfamiliar to respondents when they were still in elementary school. However, since entering grade 7 to grade 9, his understanding of English vocabulary began to gradually improve.

Transcript 2

Q: Have you studied English before

S : Already, when I was still in 1st grade

Q: From what I saw when you came forward, you sounded like you're speaking style

S : At school on Wednesday, there is a program called "English day," so I participated in the front to read in front.

Q: Then what media help you to practice speaking English?

S: When I practice, I can usually watch from YouTube or listen to songs via Spotify, sometimes I write some novels on the game, and read them.

Respondents have started learning English since the 1st grade of elementary school. His fluent-sounding speaking style is supported by his participation in the school's "English Day" program every Wednesday, where he practices speaking in front of the class. To practice their English speaking skills, respondents used a variety of media, such as watching videos on YouTube, listening to songs on Spotify, and writing and translating in-game novels to be read.

Transcript 3

I Q: Have you ever studied English before when you were in elementary school?

S : When I was in elementary school, I was introduced to English when I was in the 7th grade

Q: Then, what do you think about understanding learning English?

S: My opinion in English is that the language is so good that I can digest it, for example, I pronounce Eye with an Indonesian accent in English that is read Eye (/ī/), and also memorize this English vocabulary I still don't know.

Q: Then, when I allow you to come forward to read in class, how do you feel?

S: If that's the case, I'm just normal because I have my friend by my side.

This interview concludes that the respondents (Students) started learning English in grade 7, and previously did not learn it in elementary school. S1 considers English to be a difficult language to understand, especially in pronunciation and memorization of vocabulary. For example, the pronunciation of the word "eye" is more similar to the Indonesian accent. Nonetheless, students feel less awkward when asked to come forward and read in front of the class, because they feel that they have a friend next to them who makes them more comfortable.

Siswa	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	3	4	5	4	4	4	5	5	4	5	4	3	3	2	5	5	5	4	4	5
2	3	4	5	4	3	4	5	4	5	4	3	4	4	2	2	2	4	4	2	3
3	5	5	5	4	5	4	5	2	5	5	5	4	5	3	5	5	5	5	5	5
4	3	4	5	4	5	4	5	5	5	4	5	5	3	4	4	5	4	5	5	5
5	3	4	4	4	4	5	4	2	5	4	5	4	4	4	4	3	5	5	5	4
6	3	3	4	2	5	4	2	2	3	4	3	4	4	2	3	5	5	4	3	1
7	3	4	4	4	4	3	4	3	3	4	3	2	4	1	4	3	4	2	4	3
8	3	4	4	3	4	3	2	2	4	4	2	2	3	1	4	3	4	3	4	5
9	4	3	4	5	4	4	2	2	3	4	3	4	4	2	3	5	5	4	3	1
10	3	4	4	3	4	4	4	5	4	4	4	4	4	2	4	4	4	3	4	5
11	4	3	4	4	5	4	2	3	4	5	4	4	3	3	2	3	4	4	4	4

12	3	4	4	2	3	3	4	3	3	4	4	4	3	2	3	4	5	5	4	5
13	4	4	5	4	4	4	5	4	3	4	5	4	4	3	4	5	4	4	4	5
14	3	3	4	1	5	4	5	4	3	4	5	4	3	3	4	4	3	4	4	5
15	3	4	3	1	3	4	3	4	4	3	4	4	4	2	2	4	4	4	4	5
16	3	4	3	1	3	4	3	4	4	4	4	4	4	2	2	4	4	4	4	5
17	3	4	3	5	3	3	2	4	5	2	3	4	4	3	5	4	3	4	3	2
18	4	4	5	3	4	4	3	2	4	4	4	4	4	2	3	3	3	4	4	3
19	4	4	5	3	4	4	3	4	2	4	4	4	4	3	4	4	3	2	4	4
20	3	3	4	3	5	5	4	3	4	4	3	4	4	2	3	3	4	4	3	4
21	3	3	4	3	5	5	4	3	4	5	5	4	4	2	3	4	5	3	3	4
22	3	3	4	4	5	4	4	3	5	4	4	4	4	2	2	3	4	3	3	4
23	3	3	4	4	4	5	4	3	4	4	4	4	4	2	2	4	4	3	3	4
24	3	2	4	3	2	2	4	3	3	2	4	4	3	1	3	2	4	3	3	4
25	4	4	4	3	5	5	4	4	5	4	5	4	4	3	4	5	4	5	3	5
26	4	3	4	3	4	3	3	4	4	4	4	2	4	3	2	4	4	5	4	5
27	4	3	3	4	4	3	2	4	4	3	3	4	4	3	5	4	3	4	4	4
28	3	3	3	4	3	3	4	4	3	3	3	5	4	1	2	3	2	2	3	3
29	3	4	4	5	3	3	4	4	4	4	5	4	5	2	5	5	4	4	5	3
30	3	4	3	3	2	2	4	4	2	3	4	4	4	2	3	4	3	2	3	5
31	4	4	4	1	4	4	2	4	4	4	2	2	4	2	2	2	3	2	4	2
32	3	3	3	3	3	2	3	3	3	3	4	4	4	3	2	3	4	3	4	3

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
107	115	128	104	125	119	114	110	112	123	124	121	123	74	105	121	126	117	119	125
160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160
66,9	71,9	80	65	78,1	74,4	71,3	68,8	76,3	76,9	77,5	75,6	79,9	46,3	65,6	75,6	78,8	73,1	74,4	78,1

PRESENTASE RATA RATA : 72,5625

The representation of the table shows the total score of the questionnaire from each participant who answered the questionnaire that had been given. Of the number, the highest questionnaire score reached 128, while the lowest score is 74 of the maximum score (160). The

researcher also emphasized the average percentage of the questionnaire, of which out of 32 students, 72,956% was the average score of perceived students who had difficulty speaking English. The implications of these percentages allow researchers to assume that students' perception of learning has sufficient effectiveness. Not only that, the effectiveness value shows that the results of this study are still in line with the results of previous studies. To find out the problems in students, especially in speaking, the interview data with 5 selected students is used as supporting data, and will provide a more detailed explanation than just numbers. The selection of 3 students from 32 populations is a snowball sampling technique where the researcher selects resource persons based on volunteers. "P" for "researcher" and "S" for "student".

Transcript I

Q: Have you studied English before?

S2 : Once, when I was in elementary school in the 4th grade, it was just an eskul.

Q: Then what are the obstacles to learning English?

S2: The language is complicated, and the vocabulary is not well understood in depth.

Q: Have you ever used media such as watching English content

S2: Once, but I don't often know what it means, even though the melody of the music is good.

The conclusion of this interview is that the respondents (Students) have studied English in grade 4 of elementary school. Students feel that English is complicated and admit that they have difficulty understanding vocabulary. Although the student has tried to utilize media such as English content, he rarely does so and finds it difficult to understand the meaning, despite enjoying the melodies of music in English.

Transcript 2

Q: Have you ever learned English when you were in elementary school?

S3: has been from grade I elementary school to now grade 9

Q: Your difficulty in speaking English

S3: It is difficult to understand the sentence and pronounce the sentence. there are several sentences that I memorize and many sentences that I do not understand, for example, this Mosque has a different way of reading, not using "que".

Q: Then, for your development in English, what media do you use?

Q3: I usually use a mobile phone and listen to my favorite music through Spotify, and also school books.

(Students) have been learning English from grade 1 to grade 9. Students expressed difficulties in understanding and prociting English sentences, even though they had memorized several sentences. He also mentioned his confusion in the pronunciation of the word, such as in the word "mosque", which is not pronounced with "que". To improve their skills, students use media such as mobile phones to listen to their favorite music through Spotify, as well as use study books provided at school.

Transcript 3

Q: Have you ever learned to speak English?

S4: It was the first time I was in the 5th grade of elementary school, and I also took a private class.

Q: Then in the narcissistic reading session, your English accent is like using Sundanese

Q4: Yes, because at home we often use Sundanese.

The conclusion of this interview is that the respondents (Students) first learned English while in the 5th grade of elementary school, and also attended private classes. Students admit that in reading English narratives, the accent used sounds like Sundanese because at home, students use Sundanese more often in daily conversations.

CONCLUSION AND SUGGESTION

Conclusion: The research collected data using data collection techniques in the form of observations, interviews, and questionnaires. The study increased the questionnaire to 1 school, there were 20 items to find out the factors that contribute to speech anxiety and the relationship between students' speaking anxiety and the speaking performance of students in grades 8 and 9 at SMP 22 Jakarta. Based on the findings and discussions, and the results of the research, the following conclusions were drawn:

1. Lack of vocabulary memorization.
2. Lack of Confidence.
3. Fear of making mistakes.
4. Never taught English in elementary school
5. Laughed at by friends.

Language is a fundamental human ability used to communicate with others through signs, words, and movements. It plays a crucial role in human interaction, as it enables effective communication. Each individual has their own unique approach to learning new languages, such as English. While some people find English challenging to learn, others consider it relatively easy, depending on personal experiences and perspectives. Learning English does not require a fixed method or approach; it can be tailored to suit individual preferences and learning styles.

By mastering English, we can easily communicate with many people from other countries because English is an international language known by everyone around the world. Language is not mathematics that requires calculations, but language is what must be practiced by paying attention to its rules.

In improving English vocabulary, it should be practiced in the language of writing (writing), perhaps this is one of the several English skills that can help to speak English. The pronouns of English-speaking culture will find their solution if all good factors support it, whether the human factor itself (interests and interests) or the conducive environment.

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