Investigating Students' Obstacles in English Learning on Speaking Skill at Mts Miftahul Ulum Gondanglegi

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Article Info	Abstract
	The paper aims at investigating the students' obstacles in English learning on speaking skill. The research design in this study was a descriptive with qualitative paradigm. The subjects of this study were eight grade class consisting of 28 students at MTs. Miftahul Ulum Gondanglegi. The research instruments applied in this research were questionnaires and interviews. The questionnaires were distributed to the students, while the interview was conducted with the English teacher. The results of this research revealed that the students faced two main obstacles in speaking skill; students' language skill and students' phycological obstacles. In terms of students' language skill, the students faced poor in vocabulary obstacle, poor in grammar obstacle, poor in pronunciation obstacle. While related to students' phycological challenges, they encountered challenges such as fear of making mistakes, having shyness, feeling anxiety, lack of confidence, and lack of motivation.

Introduction

Language is one of the means of communication. Local, national, and international languages are all widely spoken throughout the world. One of theworld languages is English. English language is spoken in many countries. English is one of the international languages because the majority of people useit to connect with individuals from other nations.[1] According to Leong and Ahmadi speaking is an effective means of

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[1] Femmy Kurnia Asih et al, "An Analysis of English speaking Activity for IntrovertLearners Necessity", English Community Journal, 5, (2021), page 69

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communication that should be improved to mean interacting with other people in everyday life, especially the learners.[2]

English is an international language in the modern era. It provides a platform for intellectual and business communication with people all around the world. As a result, it is crucial that they learn English. In this age of globalization, there are numerous reasons for them to continue learning English. Today, English is used in almost every facet of daily life, including in Indonesia. Nunan in Hendra Heriansyah asserts that gaining speaking ability is the single most crucial component of learning a second or foreign language for the majority of people, and success is measured in terms of the ability to carry out a variety of task conversations in the language.[3] Because they can communicate with foreigners more quickly, find work more easily, and many other things using English.

The four English language skills are speaking, listening, reading, and writing. Students must be able to master these four competencies.[4] Speaking is among the most crucial English skills that have been learned. Speaking is one of the practical skills and this quality becomes a goal for successful classroom teaching and learning. As a result, the kids must struggle mightily to communicate fluently.[5] To help students speak well, teachers must provide and apply good methods and materials. So in learning English, a teacher not only makes his students active in learning, but also makes students interested in English. A teacher must also motivate his students, so that they enjoy learning English. So no one gives the statement that English is difficult. According to Ur in his book entitled "A Course in Language Teaching": Practice in Theory : *"Of all the four skills (listening, speaking, reading, and writing) speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as if*

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[2] Leong and Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skills", International Journal of Research in English Education, 1, (2017), page 34

[3] Hendra Heriansyah, "Speaking Problems Faced by The English Department Students of Syiah Kuala University", 6, (2012), page 37

[4] Welli Septia Dionar & Aryuliva Adnan, "Improving Speaking Ability of Senior High School", Journal of English Language Teaching, 7, page 370

[5] Tri Desiana Thaib & Jhems Richard Hasan, "Identifying Students Anxiety in English Speaking Skill Through Group Discussion", Journal of English Teaching and Linguistic, 1, (2022), page 1

speaking includes all other kinds of knowledge and many if not the majority of foreign language students are mainly interestedin learning how to talk".[6]

He believes that among the four skills, speaking is the most crucial. A number of researchers are interested in studying many aspects of speaking, such as starting from students' speaking skills, students' obstacles when learning English, and attempting to solve the obstacles of learning to speak English. Related to speaking skill difficulty, Andi Annisa found several factors that cause students to have difficulty speaking English. It appears as though students lack self-confidence and are anxiousabout making mistakes when speaking. When they speak English, they also experience fear and nervousness. In addition, limited vocabulary mastery, lack of motivation, and absence of habits from the teacher making difficult for students to speak English.[7] According to Ur, the main obstacles with speaking activities are nothingto say, poor or uneven participation, and mother tongue.[8] Students occasionallywish to converse in English with others, but they are unsure of their true motivation to talk. Some students may lose their words which they actually have in mind but they can come up.[9] These factors may make it challenging for students to communicate in English. Perhaps, the factors that prevent students from speaking English well are unknown to the school's teachers. So, the teachers should find solutions to the issues. In order for the teacher to find solutions, speaking skills issues with the students must be taken into consideration.

Based on the researcher's preliminary observation conducted on February 11 2023 in the eighth-grade students of MTs Miftahul Ulum Gondanglegi, some of the students in the class could not express idea, feeling, and thought in English. Many of them do not speak English evenwith very simple sentences. Additionally, when the teacher requested and encouraged discussion in front of the class, the students showed that they were lack of confidence to speak loudly. When pronouncing English words in front of the class, students were additionally worried about making mistakes. When the English teacher challenged the

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[6] Penny, UR, A Course in Language Teaching (Practice and Theory), (Cambridge: Cambridge University Press), page 120

[7] Andi Annisa, A Study of Students Problem in Daily English Speaking Activity at SMAN10 Makassar, *Thesis*, (Makassar Muhammadiyah University, 2018), page 72

[8] Penny, UR, A Course in Language Teaching (Practice and Theory), (Cambridge:Cambridge University Press), page 121

[9] Nurul Indrawati, A Descriptive Study on Student Problems in English Teaching andLearning on Speaking Skills at Junior High School, *Thesis*, page 3

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class about the material, the students preferred speaking in their mother tongue. Based on this specific phenomenon, the researcher is inspired to carry out a study on students' obstacles in English Learning on Speaking Skill.

The Nature of Speaking

Speaking is really important, because with speaking people can easily understand what things are explained. Speaking ability is an ability towant to use an activity in particular to interact with other people. Speaking mustexist in order to communicate, and that existence cannot be separate from theexistence of a language. In this manner, communication is necessary for all interactions. Speaking is the ability that students should focus on developing the most when learning the English language. A speakers must decide some aspects of speaking what they need to speak. Brown (2001) states there are four speaking-related aspects that students should keep in mind such as vocabularies, grammar, fluency, comprehension, and pronunciation.[10]

Some Obstacles in Speaking Skill

Speaking obstacles are a few problems that make someone lacks speaking capability. In speaking English there are several factors that cause problems in speaking, namely linguistic problems and psychological problems.Linguistic problems can make students' ability to speak low. Richard in (Vania Praisela Palijama, 2020) stated a lackof vocabulary, poor grammar, and poor pronunciation are a few problems with language that could inhibit someone from speaking.[11]. Vocabulary issues occur when a speaker lacks the necessary words to communicate and struggles to put thosewords together in a powerful phrase. Once more, a large portion of students speaking and using phrases and vocabulary are difficult for people learning English as a second language.[12] Besides, Grammar is the study of how a sentence is formatted, thus that studyinggrammar correctly might be seen of as a little boring even while it is time and effort. Students who lack grammatical knowledge will never be able toconverse in English. If students don't study structures one at a time, grammar

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[10] Brown, HD, Teaching by Principles. An Interactive Approach to Language Pedagogy,(Englewood Cliffs: Prentice Hall, 2001)

[11] Vania Praisela, Students Speaking Problems in Interpersonal Speaking Class, *Thesis* (University of Kristen Satya Wacana Salatiga, 2020), page 5

[12] Nopita Sari, An Analysis of Students' Problems in Speaking English at RoudlatulQur'an Metro, *Thesis*, (Raden Intan State Islami University Lampung, 2022), page 12

becomes challenging. And related to poor pronunciation, Penny Ur stated that there are several types of students' problems in speaking English as inhibition, nothing to say, uneven participation, mother tongue used.[13] Meanwhile, Juhana also states that some psychological obstacles in speaking skill such as Fear of making mistakes, having shyness, feeling anxiety, lack of confidence, lack of motivation.[14]

Ways to Solve Obstacles in Speaking

According to Juhana, a possible solution to solve these obstacles related to speaking skill as follows.[15]

1) Solution to overcome fear of mistakes

   To overcome the feeling of fearing mistakes in speaking, a number ways can be done such as firstly there should be a culture of emotion among teachers and students, secondly, the teacher must increase the students' nfocus while learning English, and last, the teacher must establish a calm environment that can reduce students' obstacles.

2) Solution to overcome feeling shyness in speaking English skill

   Pesce (2011) argues that creating a welcoming and open classroom climate by teachers is important. It is believed that by doing this, shy students will feel comfortable making mistakes while learning. Students won't have to be anxious about their poor grammar and pronunciation this way.

3) Solution to overcome having anxiety

   Giving students inspiration and establishing a relaxed environment might help reduce students' anxiety when they speak. In line with Keramida (2009) It is crucial for teachers to involve students and create a relaxed atmosphere in the classroom since doing so can reduce students' fear, enhance their confidence, and increase the willingness to speak up in class.[16]

4) Solution to overcome students' lack of motivation

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[13] Penny Ur, A Course in Language Teaching Practice and Theory, (Cambridge: University Press, 1996), page 123

[14] Juhana, *"Phsycological Factors that Hinder Students from Speaking in English Class"*, Journal of Education and Practice, vol 3, No. 12, (2012), page 12

[15] Juhana, *"Phsycological Factors that Hinder Students from Speaking in English Class"*, Journal of Education and Practice, vol 3, No. 12, (2012), page 101

[16] Areti Keramida, *"Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations"*, International Education Studies Journal. Vol.2, No. 4, (2009)

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The teacher can engage in activities to increase students' interest in English, increase their motivation, and increase their self-confidence in order to address their lack of motivation. Teachers should consistently encourage students in order to increase their motivation.[17]

Dealing with the students' language skill obstacles, a number of ways can be considered;[18] [1] using group work, [2] easy language-based activity, [3] determining careful topics, [4] giving instructions and discussion skills, and [5] keeping students's target language.

Method

In this study, a qualitative research approach was taken. And the descriptive qualitative method was applied. Qualitative research is aimed at systematically describing the facts found in the field. Particularly, this research used a descriptive method. Nasir stated that the descriptive approach is a research technique used to understand a situation or event, as well as a relationship between the phenomena being investigated systematically, factually, and accurately.[19] Dealing with the data sources, there were two kinds of data sources namely primary data obtained from questionnaires distributed to the students and secondary data obtained from interviews with the English teacher. In particular, the data were obtained from two different techniques; questionnaires and interviews. Then, the data were analyzed quantitively (questionnaires) and qualitatively (interviews). This was done through three phases of analyses; data reduction, data display, and data conclusion drawing and verification.[20] [21]

Findings and Discussion

the findings of this research were obtained from the analysis of questionnaires as the main data collection technique and verified by the results of interviews conducted with the

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[17] Andi Annisa, A Study of Students' Problems in Daily English Speaking Activity (The Eleventh Grade Students of SMAN 10 Makassar, *Thesis*, (Makassar Muhammadiyah University, 2018), page 40

[18] Penny Ur, A Course in Language Teaching Practice and Theory, (Cambridge: UniversityPress, 1996), page 122

[19] J. Lexy Moelong. Qualitative Research Methods (Bandung: Rosdakarya's Youth, 2012),page 157.

[20] Sugiyono, Quantitative, Qualitative and R&D Research Methods, print to 23, (Bandung:Alfabeta, 2016), page 246

[21] Sugiyono, Quantitative, Qualitative Research Methods and R&D, (Bandung: Alfabeta,2013), page 338.

English teacher. The results showed that there are two obstacles encountered by the students in English learning on speaking skill. They are language and phycological obstacles which are elaborated and discussed as follows.

1. Students' Language Obstacles in English Learning on Speaking Skill

There are three kinds of students' obstacles in learning English on speaking skill. They are poor in pronunciation, poor in vocabulary, and poor in grammar obstacles.

The results of the questionnaires related to these obstacles can be seen in Figure 1.

Students' language skill obstacles
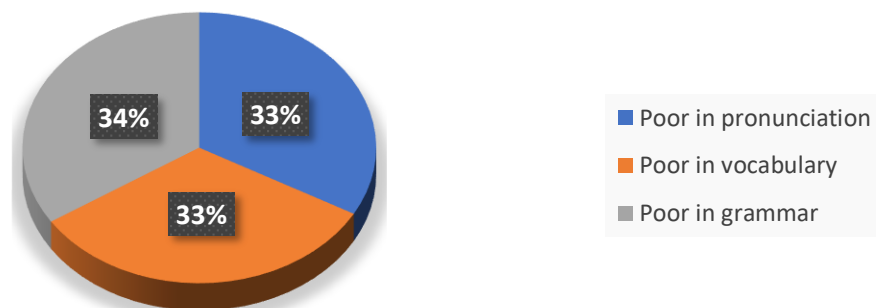
Figure 1 Students' language skill obstacles

The chart in Figure 1 reveals that 33% of the students faced poor in pronunciation obstacles, 33 % faced poor in vocabulary obstacles and 34 % faced poor in grammar. For each obstacle is elaborated as follows.

a) Pronunciation poor

Table 1 Poor in Pronunciation

N o	Students' language skill obstacles	Frequency		Percentage	
		Yes	No	Yes	No
1	Not knowing how to pronounce the word well	27	1	97%	3%
2	Feeling unable to speak because unable to imitate well	23	5	82%	18%
3	Feeling difficulty in pronouncing the same pronunciation	22	6	79%	21%

Based on the table above, first statement of not knowing how topronounce the word well in English showed that 97% or 27 from 28 students faced this problem, 82% or 23 students also feeling unable tospeak because unable imitate well. The last factor is difficult to pronounce words with the same pronunciation which is showed 79%.

b) Poor of vocabulary

Table 2 Poor in Vocabularies

N		Frequency	Percentage

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o	Students' language skill obstacles	Yes	No	Yes	No
1	Not understanding what to speak	21	7	75%	25%
2	Limited vocabulary	24	4	86%	14%
3	Not understanding what the speaker is saying	24	4	86%	!4%

Based on the table above, the first statement is unable to know what to speak was encountered by 75% of the total students. The second is limitedvocabulary, there are 24 students or 86% who faced this obstacle. The laststatement is not understanding what the speaker is saying. This obstacle was faced by 24 students or 86% of the total subjects.

c) **Poor in grammar**

Table 3 Poor in Grammar

N o	Students' language skill obstacles	Frequency		Percentage	
		Yes	No	Yes	No
1	Unable to form sentences correctly in English	23	5	82%	18%
2	Feeling confused to compose the correct sentences	26	2	93%	7%
3	Difficult in speaking due to limited understanding of grammar	21	7	75%	25%

The data showed that 82% or 23 of 28 students felt unable to form sentences correctly in English, and 93% or 26 students felt confused to compose sentences when making conversation. The last statement is difficult in speaking due to a limited understanding of grammar. This showed that 75% or 21 students faced this obstacle.

2. **Students' Psychological Obstacles in English Learning on Speaking Skill**

There are three kinds of students' phycological obstacles in learning English on speaking skill. They are fear of making mistakes, feeling shyness, having anxiety, lack of confidence, and lack of motivation. The results of the questionnaires related to these obstacles can be seen in Figure 2.

Students' Psychological Obstacles

- fear of making mistakes
- feeling shyness
- having anxiety
- lack of confidence
- lack of motivation
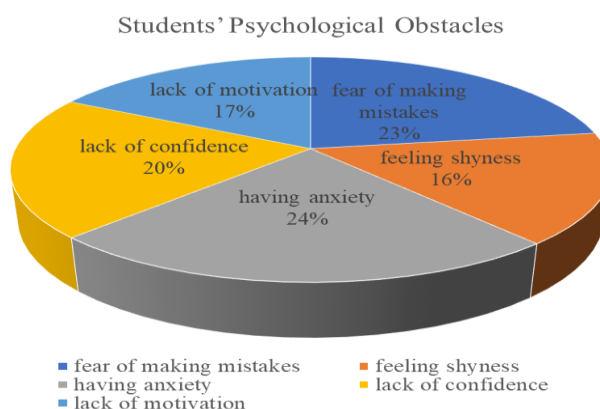
The chart in Figure 1 reveals that 23% of the students encountered fear of making mistake, 16% feeling shyness, 24% having anxiety, 20 lack of confidence, and 17 lack of motivation obstacles learning English on speaking skill. For each obstacle is elaborated as follows

a) Fear of Making Mistakes

Table 4 Fear of Making Mistakes

No	Students' Psychological Obstacles	Answer		Percentage	
		Yes	No	Yes	No
1	Not wanting to make a mistake in front of their friends	26	2	93%	7%
2	Being afraid of being laughed by friends when making mistakes	20	8	71%	29%
3	Avoiding when being asked to speak English	14	14	50%	50%

Based on the table above, the first statements is don't want to make a mistake in front of their friends is 93% or 26 from 28 students faced this problem. The second statements is afraid to laughed by friends when making mistakes there are 71% or 20 students faced this problem. The last is avoid when asked to speak English. The table above showed that 50% of students faced this problem and also same that 50% students don't faced this problem. It conclude, the intensity of students faced this factor is higher than students don't faced this problem.

b) Having shyness

Table 5 Fear of Having shyness

No	Students' Psychological Obstacles	Frequency		Answer	
		Yes	No	Yes	No
1	Feeling shy to speak English	21	7	75%	25%
2	Feeling shy when they are wrong in English	8	20	29%	71%
3	Feeling shy to speaking English with smarter friend	13	15	46%	54%

Based on the table above, feel shy to speak English it showed that there are 75% or 21 from 28 students faced this problem. Feel embarrassed if they use incorrect English there are only 29% or only 8 students felt this problem. The last is feel shy to speaking English with smarter friends there are 46% or 13 students faced this problem. It can be concluded that the most common problems experienced by students is feel shy to speak English.

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c) Feeling anxiety

Table 6 Having anxiety

No	Students' Psychological Obstacles	Frequency		Percentage	
		Yes	No	Yes	No
1	Nervous when speaking in front of class	21	7	75%	25%
2	Nervous when ask to speaking English	26	2	93%	7%
3	Afraid to be criticized when wrong	16	12	57%	43%

Based on the table above, the first is nervous when in front of class there are 75% or 21 students faced this problem. The second is nervous when speaking English it showed that 93% or 26 students faced this problem. And 57% or 16 students also felt afraid to be critized when incorrect. It can be concluded that nervous when ask to speaking English is the biggest factor of the students problems on learning English speaking.

d) Lack of confidence

Table 7 Lack of confidence

No	Students' Psychological Obstacles	Frequency		Percentage	
		Yes	No	Yes	No
1	Not want to continue to speak English when he is laughed	19	9	67%	33%
2	Being afraid of speaking English	14	14	50%	50%
3	Lack of confidence when making mistakes	21	7	75%	25%

Based on the table above, showed that 67% or 19 from 28 students do not want to continue speaking English when they fiends laughed. Afraid to speak English because other people don't understand is 50% or 14 students faced this problem. And lack of confidence when making mistakes it showed that 75% or 21 students faced this problem. It can conclude that the largest issue students was a lack of confidence.

e) Lack of motivation

Table 8 Lack of Motivation

No	Students' Psychological Obstacles	Frequency		Percentage	
		Yes	No	Yes	No
1	Not having motivation in learning to speak English	19	9	67%	33%
2	Not given motivation before the lesson begins	11	17	39%	61%
3	Not having motivation from parents in learning to speak English	16	12	57%	43%

One of the things that influences student speaking difficulties isa lack of motivation. There are three questions about low motivation on the questionnaire that was given to the students. The first is I do not have motivation to learn to speak English. That statements showed67% or 19 students faced this problem. The second is the teacher doesn't give motivation before the lesson is only 39% or 11 students that faced this problem. The last

statements is parents never motivate to learn English is 57% or 16 students faced this problem. It can conclude that the biggest factor that students faced is. The students lack motivation for speaking English

Conclussions

In this research, there are two main obstacles encountered by the students at MTs Miftahul Ulum Gondanglegi Malang both from questionnaires distributed to students and information from the English teacher. Those main obstacles are students' language skill obstacles and students' phycological obstacles. In detail, related to language skill obstacles, the students encountered poor in pronunciation, poor in vocabulary, and poor in grammar obstacles. While for psychological obstacles, students faced making mistakes, feeling shyness, having anxiety, lack of confidence, and lack of motivation obstacles. These obstacles should be noticed and given serious solutions by the English teacher such as students should try continuously in the speaking class to speak loudly - correctly and speak loudly – clearly (*for language skill obstacles*).[22] While for phycological obstacles, the teachers apply such as culturing emotion between teacher students, increasing students' focus, establishing a welcoming, relax, and calm classroom.[23] .

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