

**Analysis of Students' Problem in Speaking at Junior High School 2 Mirit  
Kebumen**

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**ABSTRACT**

Basic skills that indicate proficiency in English are proficiency in the language. Most students have difficulty in speaking English. Therefore, the purpose of this study is to identify the problems faced by students when learning English, especially those related to speaking skills. In today's era of globalization, English language skills are becoming increasingly important. However, students in junior high schools often need help to speak English fluently. One of the most important initial steps in dealing with the problem of teaching English in junior high schools is to understand and analyze the difficulties faced by students. This research was conducted at SMP Negeri 2 Mirit, with 1 English teacher and 7th grade C students as participants. This research used interview and observation techniques to find out the problems faced by students when speaking in English learning.

**Keywords:** Speaking, problem, learning english, student.

**INTRODUCTION**

In this era, English stands out as one of the official international languages utilized in communication across various domains, including technology, business, and academia. English has become a global phenomenon, facilitating interactions among individuals from diverse linguistic and cultural backgrounds around the world[1]. At present, the majority of English speakers hail from countries that employ the language as either a second language or a foreign language. The proficient use of English as a second language (ESL) or foreign language (EFL) in terms of spoken communication is undoubtedly among the most prevalent activities; however, it also presents significant challenges, as individuals must learn the language to effectively engage in interpersonal communication[2].

Speaking skills are one of the most important aspects that must be possessed when learning a second or foreign language, and the success of a language learning can be measured by the performance of the learner in speaking or the language being studied[3]. However, most people who learn a language have a goal to speak so that they can communicate well using the language[4].

As a foreign language, teaching English also has a purpose and objective, namely to improve students' ability to master four English language skills, namely speaking, writing, listening, and reading[5]. This means that students can communicate to express a thought, idea, or feeling to others, either using oral or written communication[6]. Speaking is included in the main aspect, namely oral communication, where the speaker communicates verbally using English. Mastery of

speaking is very important because we can speak English even with native speakers[7].

According to the assessment, students are able to master English well and correctly and are fluent in speaking[8]. This is true because students who can speak fluently and correctly are able to show that they have mastered the language. That is why students are expected to be more active in practicing speaking both in and outside the classroom[9].

Speaking is a complex skill that must be considered in everyday life[10]. Comprehension, comprehension, grammar, pronunciation, and fluency in pronunciation are some of the general components[11]. Comprehension means that students must be able to understand or master the material well, perhaps comprehensively, and fully understand all the rules of scope and content[12]. They must also have and be able to articulate their ideas clearly[13]. To become a successful speaker, all of the components mentioned above must be present. They must understand how to communicate with others[14]. Grammar is one of the very important factors in a general discussion, because if a particular utterance uses incorrect grammar, the meaning may be different. Grammar consists of a description of how words can change word form and be implemented into sentences in the language[15].

Speaking is one of the important skills in learning English. However, many students at SMP Negeri 2 Mirit Kebumen have difficulty in expressing themselves fluently and confidently in spoken English, as shown by observations conducted at the school and the results of interviews with English teachers at SMP Negeri 2 Mirit. This study aims to identify specific problems faced by students and the factors that influence these problems.

## **RESEARCH METHODS**

### **A. Data Source**

Researchers collected data for this study directly from the problem area. Data sources include observations, surveys, and interviews with research participants, including teachers and students. Primary data was used to collect information regarding the reasons behind the difficulties and solutions faced by students at Junior High School 2 Mirit Kebumen when speaking English.

### **B. Data Collection Method**

A questionnaire with several statements was used as a data collection method in this study. The goal is to find out the errors of students' participation in grammar and pronunciation, as well as their fluency in speaking skills activities. This aims to find out the grammar difficulties of students. Speaking skills practice involves pronunciation, language, and fluency. There are also some things that make it difficult for students to speak, as well as the reasons behind it and ways to deal with it.

### C. Data Analysis Method

The researcher employed both qualitative and descriptive analysis to examine the data in this study. Data analysis, according to (Moleong, 2017), is the process of arranging and classifying data into categories, patterns, and the fundamental framework of the unit so that the researcher can locate the data[16].

There are two characteristics of qualitative research, namely: First, qualitative research has the characteristics of being a coordinator of information sources and an analyst as an instrument. In more detail, qualitative research is descriptive. Therefore, it is related to the wonders of real-life speaking challenges that occur in students' lives when they speak English. The results of this study are presented descriptivel[17]. Data for this study were collected using student questionnaires, teacher observations, and interviews.

The data used in this study are data from observations, interviews, and questionnaires of class VII students of SMP Negeri 2 Mirit in the 2024/2025 academic year.

#### 1. Data Reduction

Data reduction is the process of identifying the most important items, concentrating on items from identifying, looking for patterns and themes, and making unnecessary items. Data is designed to provide a clear illustration and make it easier for researchers to collect data and identify what is needed during data collection[18].

According to the statement above, data redundancy is a type of data analysis that makes a topic more comprehensive, and researchers only need to highlight the most important data so that samples can be identified and distinguished accurately[19]. Data reduction is done at the end of the research process, namely from the results of the interview.

#### 2. Data Display

Displays the data collected and must be demonstrated by the researcher. The set of facts that allow you to draw conclusions and take action is called displaying data. Therefore, it will be easier to understand[20]. Data from qualitative research can be displayed as flowcharts, drafts, or brief summaries. We can understand what is happening and what we must achieve depending on the information provided by the data view[16].

Data on the problems and difficulties of students in speaking English at Junior High School 2 Mirit Kebumen were shown by the researcher at this stage. Researchers can draw the conclusions necessary to answer each question in this study based on existing data.

#### 3. Coming to a Conclusion

Making conclusions and completing the verification process comes next after the data is displayed. Problem statements can be addressed immediately by making conclusions obtained from qualitative research. In qualitative research, it has been suggested that the problem statement will still develop after the field survey.

The data will be taken by the researcher after it is explained and interpreted. The researcher will interpret the data that has been collected and then draw conclusions from the results of the study. After describing and interpreting the data obtained, the researcher will analyze it. Thus, the researcher will get a conclusion about the difficulty of students in speaking English at Junior High School 2 Mirit Kebumen.

#### **D. Research Setting**

##### **1. Place of the research**

This research was conducted at Junior High School 2 Mirit. It is located on Mirit Village Road, Bagelen, Mirit, Mirit District, Kebumen Regency, Central Java. The research was conducted this year in the academic year of 2025/2026.

##### **2. Time of the Research**

The researcher made a proposal from March to April 2025. After that, the research was carried out in the 2025/2026 academic year.

#### **E. Research Subjects and Informants**

The subjects of this study were students of class VII C of SMP Negeri 2 Mirit. The researcher did not conduct observations in all classes, but only in one class. Observations were only conducted in SMP Negeri 2 Mirit VII C because this class has a lower average score compared to other classes. Class VII consists of 13 male students and 16 female students.

### **RESULTS AND DISCUSSION**

In this section, the researcher provides an overview and discussion of students' difficulties in speaking English. All are based on data from observations, interviews, and questionnaire data analysis.

#### **1. Research Findings**

The researcher gave the questionnaire to the students. The questionnaire was given to the entire class VIIC consisting of 29 students. The questionnaire aims to gain a deeper understanding of the difficulties experienced by students in speaking English. In addition, the questionnaire consists of 10 questions. From number 1-10, there are questions about the factors that cause students to have difficulty in speaking English.

Another data collection technique used by the researcher is interview. By conducting this interview, the researcher obtains the information needed. The researcher conducted interviews with 5 students and 1 English teacher at VII C SMP Negeri 2 Mirit.

Observations were conducted to study the process of speaking English in the classroom. The researcher used observation to collect data. The researcher observed students' problems in speaking English. The researcher conducted observations twice, namely on March 6, 2025 and April 16, 2025. Based on the results of observations, interviews, and questionnaires that have been obtained, the researcher can draw conclusions about students' problems in speaking English.

The results of the questionnaire, interviews, and student observations can be seen as follows:

## **A. Students' Problems in Speaking English**

### **1. linguistic Problems**

Linguistics is the study of language, including linguistic structures, also known as grammar, vocabulary, and phonology[21].

#### 1) Lack of Pronunciation

Lack of pronunciation is often found by students. Students cannot pronounce English words properly and correctly. This may be because students do not know how to pronounce the words.

#### a. Observation (Tuesday, March 7th, 2025 at 10:00-11:00)

The researcher used the observation method. Observation was carried out only to find out the speaking learning process that had taken place, as well as any obstacles that caused students to have difficulty in speaking. The observation data has been identified as described in the following discussion:

#### b. Questionnaire (Tuesday, March 7th, 2025 at 10.30-11.00)

The researcher found that some students did not have good pronunciation when speaking. In the questionnaire containing questions in questions 1 and 4, half of the 29 students said that they had difficulty pronouncing words and they were also not confident when speaking English because they did not know how to read from writing.

1. Question: Are you embarrassed if the teacher asks you to speak in front of the class?

(give your reasons)

Answer: Yes, I am embarrassed because I can't speak English.

4. Question: What difficulties do you face when asked to speak in English?

Answer: The difficulty I experience is because I don't really understand English vocabulary.

#### c. Interview (Tuesday, March 7th, 2025)

In the interview questions about pronunciation, they stated that they were afraid of learning English if they made mistakes in pronunciation. As a result, they might be silent when asked to learn or speak English, because they were afraid of being laughed at by their friends or scolded by the teacher if they mispronounced English words.

Question: "May I know whether you like learning English at school?"

answer: "Not really, Miss. Because English is difficult to understand."

Question: "How difficult is it?"

Answer: "I think speaking English is difficult, as is pronouncing words, even writing sentences in English, and using different words. Sometimes I feel afraid if I am asked to read or speak in front of the class, miss.

Based on the results of the statement above, it can be concluded that students have difficulty speaking English due to poor pronunciation and lack of vocabulary.

## **2. Lack of vocabulary**

### a. Observation (Tuesday, March 7th 2025)

According to observation data, students have difficulty when speaking English because they are unable to understand the vocabulary to be used. Students may not pay attention when the teacher speaks in English.

### b. Questionnaire (Tuesday, April 15th 2025 09:00-12:00)

Questions used in Questionnaires 3 and 6 which discuss English vocabulary, they stated that they still have difficulty in understanding and appreciating English. Most of them agree that English is a difficult language that cannot be understood.

3. Question: Are you afraid if your teacher asks you to come to the front of the class and speak in English?

Answer: Of course, because I can't speak English well and correctly.

6. Question: What are the difficulties you experience when asked to speak in English?

Answer: The difficulty I experience is because I don't master English vocabulary well.

### c. Interview (Tuesday, April 15th, 2025 09:00-12:00)

If the teacher explains the lesson in English, students do not understand the teacher's words. When teachers give them instructions, they also use Google Translate to translate or provide text in English. They also feel worried about the words to be used in English properly. One of the student's comments is as follows:

Q: Do you like learning English?"

A: "A little."

Q: "Explain why?"

A: Actually, English is a fun subject, but it's a bit difficult to learn.

Q: What do you mean by fun but difficult?

A: I mean English is fun if we can understand it easily, for example we can increase our knowledge of foreign languages, especially since English is an international language, but I think it's difficult to learn.

Q: Okay, I understand.

From the data results above, it can be concluded that students still lack understanding in mastering the vocabulary they have and are confused by the large number of existing vocabulary.

## **3. Lack of Grammar**

### a. Observation (Tuesday, April 15th, 2025 at 10:00-12:00)

Based on the results of observation data, many students have difficulty speaking English because they do not know how to put words together to speak or the selection of the right words is still confusing.

b. Questionnaire (Tuesday, April 15, 2025) They said that the thing that made them have difficulty in composing words when they wanted to speak English, they preferred the Indonesian language that they used when learning English.

Question: Are you afraid and confused when the teacher asks you to speak English in class?

Answer: Of course, because I don't really understand English. Question: What do you find difficult or makes it difficult for you to speak English?

Answer: The thing that makes it difficult for me is how to put words together, because English is different from Indonesian.

c. Interview (Tuesday, April 15th, 2022 at 11:00-12:00)

Based on the results of student interviews in class, they feel afraid and lack confidence, because they are afraid of making mistakes and the teacher does not understand what they are saying, so when the teacher explains and asks students to speak they are more often silent and do not want to when asked to speak. From the results of the interview, one of the students stated that:

Question: do you like English or English lessons?

answer: not really

Question: why give your reason?

answer: because English lessons are difficult and there are many words that I don't understand, and maybe not so fun. Question: then what do you think is the solution so that you can understand English better?

answer: maybe by playing games or singing so that it can be a little easier to learn it

The data results above show that most students have difficulty speaking English because they do not understand how to construct words.

#### **4. Psychological problems**

1) Lack of confidence and Fear of mistake

a. Observation (Tuesday, April 15th, 2025 at 09.00-12.00)

Based on the results of the observation, when students were asked to introduce themselves in front of the class, most students did not want to because they were embarrassed to come to the front of the class.

b. Questionnaire (Tuesday, April 15th, 2025 at 10:00-12:00) Judging from the results of the data shared with students, it appears that students feel embarrassed or lack confidence when asked to speak in front of the class, because they are embarrassed to be laughed at by their own friends.

Question: Do you think learning English is difficult? Answer: Not really Question: Are you confused when the teacher speaks English?

Answer: Yes, I am confused because I don't know the meaning of the words

Question: Are you confused if you are asked to speak English in front of the class?

Answer: Yes, because I am shy and not confident

c. Interview (Tuesday, April 15th 2025)

One of the students commented on it:

question: are you confused when asked to speak English?

answer: more like not confident, rather than confused ma'am

question: do you have a solution to overcome this?

answer: to overcome this, it seems like I have to train my confidence often and listen to some English songs to increase my vocabulary.

From the data above, researchers can conclude that another thing that causes students to have difficulty learning English is because they lack confidence and are embarrassed when asked to speak English.

## **5. Anxiety and shyness**

a Observation ( Tuesday, april 15th 2025)

Observation results, When the teacher asked students to introduce themselves in front of the class using English, the students looked shy and lacked confidence. When the teacher asks students to speak in front of the class to introduce themselves, students are still shy or not confident, because they are afraid of making mistakes and being laughed at by their friends.

b. Questionnaire (Tuesday, april 15th 2022 at 11:00-12:00)

Students feel embarrassed and not confident when asked to speak English in front of the class.

Question: What do you experience and feel when learning English in class?

Answer: I feel confused and don't understand because I can't speak English.

Question: Do you think learning English is difficult?

Answer: Of course it is very difficult.

c. Interview (Tuesday, April 15th 2022 at 11:00-12:00).

The interviewed students had problems with their self-confidence, they felt shy and unconfident when asked to speak English in front of the class. According to one of the students:

Question: Do you like learning English? Explain why?

answer: yes I like it because learning English is fun, but I am embarrassed if I have to speak English in front of the class.

question: why embarrassed?

answer: because I am afraid of making mistakes in speaking English and being laughed at by my friends.

Based on the data obtained above, most students feel embarrassed and not confident when asked to speak in front of the class, because they are still afraid of making mistakes and being laughed at by their friends.

Table 1. Statement items of Students' Problems  
Questionnaire

No	Statement items	Yes	No
1	I feel nervous when speaking English in front of the class.	26	3
2	I'm afraid my friends will laugh at me if I say something wrong.	18	11
3	I am confident when speaking English in small groups.	6	23
4	I often hesitate to choose the right words when speaking English.	28	1
5	My teacher supports and motivates me to speak English	24	5
6	I feel that my speaking ability is lower than other friends.	27	2
7	I like it when there are speaking activities in English lessons.	12	17
8	I am embarrassed when I have to speak English in front of teachers and friends.	26	3
9	I want to improve my English speaking skills.	28	1
10	I believe practice will increase my self-confidence.	29	0

## CONCLUSION AND DISCUSSION

### Discussion

Based on the results of the study above, the discussion is about students' problems in speaking English. and explains what factors cause students to have difficulty in learning to speak and what strategies are used by teachers to overcome students' difficulties in speaking English. After presenting the data, the researcher will analyze the data. This is in accordance with the answer to the existing problem formulation. The explanation will be presented below:

Based on the results of the study above, students of class VII C find it difficult to speak English. The researcher will discuss the problem based on the results of observations and interviews during the study.

### **1. Factors that cause students to experience difficulties in speaking English in class VII C of SMP Negeri 2 Mirit.**

Researchers found several difficulties experienced by students, such as language problems and student psychological problems.

#### **Linguistic Problem**

The scientific study of language, including phonology, words, and grammar, is known as linguistics. In general, linguistics includes the specifics of vocabulary, grammar, and pronunciation. The issues with linguistics are various issues that impair kids' speaking abilities. Some language issues, such poor grammar, a lack of vocabulary, and pronunciation, can hinder someone's ability to communicate.

##### **a. Lack of Pronunciation**

Pronunciation should be given more attention when learning to speak. This is because pronunciation is very important in speaking English and must be taught in English learning. Almost all students still have difficulty speaking English. because students do not have enough vocabulary, so that their pronunciation is bad and students are also afraid of making mistakes, and so they do not want to speak English.

Based on the data, students are less able in pronunciation, so they cannot improve their speaking skills. This can be a big problem for students if they do not understand their translator, others will not understand what they want to say. The reason is because pronunciation in English is different from pronunciation in other languages.

##### **b. Lack of vocabulary**

Some students in learning English, they find it difficult when faced with existing vocabulary. They find it difficult to find out how to adjust vocabulary properly and correctly so that other people understand what they are saying or talking to others. From the results of interviews and questionnaires, almost all students said that they had difficulty understanding English vocabulary.

This may be due to their low knowledge of English vocabulary. They also said that vocabulary in English is very much and very difficult to memorize. Based on observations of research results when teachers give some English vocabulary to be memorized by students, they only memorize the words and do not try to use them when talking to their friends.

#### **Psychological problems**

The scientific study of human and animal behavior and thinking processes in relation to their surroundings is known as psychology. Issues that frequently affect one's mental or physical well-being are referred to as psychological issues. These Psychological issues may have a detrimental impact on students' ability to talk.

### **Lack of Self-Confidence**

Self-confidence is important in speaking English. Self-confidence and shyness are the same thing, because when students are asked to speak English but they are not confident, they become nervous and their speech becomes stuttering, and that is what most students experience when asked to speak in front of or in front of their friends, they will feel embarrassed and afraid of making mistakes.

### **2. Solutions to problems and difficulties of students in speaking English in class VII C of SMP Negeri 2 Mirit**

Based on the results of the study, the researcher found that English teachers have several different strategies and are used to teach their students to speak. First, the teacher greets the students and asks about their daily activities, then the teacher asks the students to repeat the words which aim to remind the students or add the vocabulary to their English. Second, the teacher gives several tasks to each student so that students can do them so that they can increase their knowledge. After finishing, students are asked to come to the front of the class to answer and explain the tasks, so that communication can be established between the teacher and students using English.

### **Conclusion**

In this chapter, the researcher presents the conclusions of the research results and suggestions to overcome students' difficulties in speaking English in class VII of SMP Negeri 2 Mirit. The following are some discussions regarding the conclusions and suggestions of the research:

1. Based on the data analysis, it can be concluded that the researcher found that the problems faced by students in speaking English in class VII C of SMP N 2 Mirit came from the students themselves. The difficulties experienced by students include psychological problems and language problems. In language problems, there are several aspects of the problem, such as the main one, namely the lack of vocabulary owned by students and lack of pronunciation. In psychological problems, there are three aspects of the problem that occur, namely the lack of student self-confidence, shame, and fear of making mistakes because they are afraid of being laughed at by their classmates and even afraid of being scolded by their teachers.
2. The class teacher of class VII C of SMP N 2 Mirit has a solution to overcome students' difficulties in speaking English, namely by using various strategies to overcome students' difficulties in speaking English, including: (1) students are given learning activities in language that is easy to understand, (2) providing several interactions to students, and (3) giving students assignments to learn to speak English according to the specified targets.

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